

THE  
NORTH CENTRAL  
ASSOCIATION  
QUARTERLY

Volume XXIX

October, 1954

Number 2

The Trusteeship of Freedom  
New Role of the Commission on Colleges  
and Universities

Needed Research and Service

Role of Laymen in Commission on  
Secondary Schools

Early Beginnings of the Cooperative Study  
of Secondary School Standards

Intercollegiate Athletics

Telecourses for College Credit

Know Your North Central Association

Treasurer's Report

Sixtieth Annual Meeting of the Association,  
Palmer House, Chicago, March 21-25, 1955  
Theme: "Enduring Values in Education"



# THE NORTH CENTRAL ASSOCIATION QUARTERLY

*The Official Organ of the North Central Association of Colleges  
and Secondary Schools*

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## Association Notes and Editorial Comments

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### GRATUITOUS SERVICES NO LONGER ADEQUATE FOR THE WORK OF THE ASSOCIATION

ON FRIDAY, MARCH 27, 1954, at its annual meeting in Chicago, the Association broke a sixty year tradition. It voted to abandon the constitutional provision that none of its officers should be paid for his services to the Association. In other words, Article IV, Section 1 was amended by dropping the expression "...shall serve without compensation." This action was taken to clear the way for paying for the part-time services of the general secretary of the Association and of the secretary of the Commission on Colleges and Universities. Similar action in regard to the secretaries of the other two commissions, the Commission on Secondary Schools and the Commission on Research and Service, is not being considered. Whether it ever will be taken, time alone will tell.

Extensive accounts have been given in THE QUARTERLY and elsewhere of the changed character of the work of the secretary of the Commission on Colleges and Universities. It will be recalled that the Association received an overture from the National Commission on Accrediting to the effect that the Association take over the functions of that Commission in North Central

territory.<sup>1</sup> The National Commission had grown weary of struggling with proliferating accrediting agencies and was proposing that the regional associations assume that responsibility. In succeeding meetings the Executive Committee debated the overture, and finally assented to the proposal. This action made it necessary to provide adequate services and facilities to handle the increased load. To that end, a "secretariat" had to be organized, since by no stretch of the imagination could the work be handled as the accrediting activities of the Commission on Colleges and Universities had traditionally been conducted. Logic demanded that practically all of the secretary of the Commission's time be given to the enlarged assignment, and therefore he had to be paid from Association funds. To that end, the Constitution was amended as already stated.

As for the general secretary, it had been progressively apparent that the ever-increasing duties of his office would eventually overrun both his available time and energy unless he were relieved of some of his bread-and-butter assignments elsewhere. In brief, the labor-of-love policy of "no com-

<sup>1</sup> See "Accrediting Enters a New Phase," by Norman Burns, published in THE QUARTERLY, January, 1953, pp. 293-96.



pensation" finally broke down and the exigencies of the general secretaryship added to those pertaining to the increased functions of the Commission on Colleges and Universities, made compensation for released time inevitable. For years it has taken a modern Hercules to hold down the secretary's job as the work of the Association grew. In a certain sense it is regrettable that compensation cannot be made retroactive, because the immediate past-secretary also had to be such a Hercules.

We said above that time alone will tell whether the remaining secretaryships will become paid positions. If ten years ago anyone had said that the work of the Commission on Secondary Schools would entail global responsibilities, his hearers would have stared in silent wonder. Today, thirty schools for American children are accredited in Germany, England, France, the Philippines, Japan, Austria, Italy, French Morocco, Libya, and Puerto Rico. Also today, 3,247 domestic high schools are on the rolls of the Commission—a far cry from the few hundred so posted in 1895. When all the other functions of the Commission are added to those of maintaining basic contacts with these thousands of schools, again one thinks of Superman.

Comparable things can be said about the Commission on Research and Service. Organized for a unique purpose, its work differs in character from that of the other two Commissions. It is characterized by studies of teacher education, of liberal arts education, of school library service, of experimental units for the high school curriculum, of the articulation of high schools and colleges, and others of similar character. The success of its work attests the fact that these diverse projects have not been self-directing. Continual contact is maintained by the secretary

of the Commission, who had always had a regular assignment to meet elsewhere.

During the sixty years of its existence the Association has come far, and for the past fifteen of those years, very fast. The spirit of those who have served it has been the propelling force. That spirit will not be adversely affected in whatever office may carry a stipend. This is a confident prediction.

HARLAN C. KOCH

A RESOLUTION UNANIMOUSLY ADOPTED  
BY THE COMMISSION ON COLLEGES  
AND UNIVERSITIES AT ITS MEET-  
ING ON MARCH 24, 1954

WHEREAS, The Commission on Colleges and Universities needs to deepen the interest of member institutions in the purposes, the services, the achievements, and perplexing problems of the Commission, and

WHEREAS, The Commission is now in serious need of the advice of member institutions as it considers various proposals for its reorganization and for new emphasis in its program and

WHEREAS, The member higher institutions of some of the nineteen states have seldom met for a consideration of Association problems; therefore be it

*Resolved, First,* That the Commission on Colleges and Universities instruct the Board of Review to arrange for state conferences of the Presidents, or their representatives, of the member institutions preferably prior to November 1, 1954. (Arizona and Wyoming might be asked to join conferences of neighboring states.)

*Second,* That the Board of Review designate a chairman for each state conference to be selected from the presidents of member institutions with preference given to present or former members of the Commission, and that the said chairman be requested to call the meeting, to plan the program and



to supply a summary of the deliberations to the Board of Review.

*Third*, That each of the special committees of the Commission, the Board of Review and the Executive Committee of the Association be invited to frame questions to be submitted by the Board of Review for consideration at the state conferences.

*Fourth*, That the chairman of the state conference be advised to invite such members of the higher commission as reside in the state.

*Fifth*, That each state conference be invited to select one or more presidents of member institutions to participate in a joint meeting with the Commission at its annual sessions of 1955 (one representative and an alternate from each state plus one additional representative for each 15 member institutions or major fraction thereof).

(The foregoing resolution was submitted by the late Dean Emeritus J. B. Edmonson, of the University of Michigan, and seconded by President Sam Hill, of Wisconsin State College at Superior.)

#### USAFI STUDY

ONE OF THE MOST IMPORTANT COMMITTEES of the Executive Committee reported to the parent body on June 25. The committee in question is the Committee on the Study of the United States Armed Forces Institute. The following excerpt from the minutes of that meeting is printed in full because it represents the culmination of months of work and the surmounting of many frustrating circumstances by that Committee.

Mr. Fisher, Chairman of the Committee, reported on the progress of the work of the Committee. Last year the contract called for a \$43,000 budget; this year the contract has been renewed with a budget of approximately \$40,000.

During this year the Committee has secured the cooperation of other organizations in this project. The regional Accrediting organizations,

the National Secondary School Principals' Association, the American Council on Education, and other organizations have been represented at meetings of the Committee in Washington, D. C.

The Teachers' Manual, the Students' Handbook, and the Source Book are completed. Plans are under way to have these volumes published through the American Council on Education in a manner similar to the publication of the Co-operative Study on Secondary School Standards. Thirty thousand copies of the volume will be available so each high school in the United States may receive one copy gratis. It is expected that the National Association of Secondary School Principals will distribute these copies and extend its endorsement to the project. Copies will also be sent to state commissioners of education and other persons and agencies who will be of assistance in sponsoring their use by the high schools. The volumes will be copyrighted in the name of the North Central Association.

The Source Book, written by Mr. George Beck has materials about the Armed Forces which have, for the first time, been brought within the covers of one book. Through the efforts of Mr. Beck and Mr. Frank Byers the Committee has obtained the approval of these materials by the Armed Forces.

The reception of the materials by the schools in the pilot study has been excellent. The achievement and opinionnaire tests have shown that desirable learnings have occurred. The parents of children have been very interested and their reaction is very favorable. At a meeting on July 9, 1954 in Minneapolis the Committee expects to determine format and other matters related to publication. Mr. Fisher stated that if this project is successful it will undoubtedly continue over the next ten or fifteen years. He recommended that the publication be approved by the Executive Committee and the Committee be continued.

Mr. Boardman stated that the success of the Committee is largely due to the vigorous leadership of its chairman, Mr. Lowell Fisher; both Mr. Fisher and Mr. Norman Burns deserve credit for leadership, enthusiasm, and vision.

IT WAS MOVED by Mr. Gibson, seconded by Mr. Bitting, that the report of the Committee be accepted, the publication be approved, and the Committee be continued. Motion carried.

As published in the July, 1954 issue of *THE QUARTERLY*, the membership of the Committee is as follows:

Lowell B. Fisher, Executive Secretary, Committee on Admissions, University of Illinois, Urbana, Illinois (Chairman)

George A. Beck, Principal, Central High School, Duluth, Minnesota



Norman Burns, Professor of Education, University of Chicago, Chicago, Illinois  
J. Fred Murphy, Principal, Broad Ripple High School, Indianapolis, Indiana

POPULAR PAMPHLET TO BE REPRINTED  
REVISED MATERIAL for *Know Your North Central Association* is printed in this issue of THE QUARTERLY. The 1951 edition of this bulletin proved so useful that the Association has authorized the printing of 40,000 copies for free distribution. It will be ready before January 1, 1955.

ANNUAL MEETING OF STATE CHAIRMEN  
THE THIRD ANNUAL MEETING of the nineteen state chairmen was held on September 26-28 at Jackson's Mill, West Virginia. This is the location of the West Virginia 4-H Camp, the first of its kind in the United States, and is a favorite gathering place of many organizations. In 1952, the first meeting was held at Albuquerque, New Mexico and in 1953, at Laramie, Wyoming. It is the policy of the Commission on Secondary Schools to hold these sessions more or less on the periphery of North Central territory so that many may be present who are interested in the work of the Association yet cannot conveniently attend the annual meeting in Chicago.

At Albuquerque, the University of New Mexico was the host; at Laramie, the University of Wyoming; and at Jackson's Mill, the State Department of Public Instruction. This identification gave scope to the hospitality promised by A. J. Gibson, chairman of the West Virginia State Committee. His letter, addressed to fellow state chairmen and invited guests closed with this sentiment:

#### IN WEST VIRGINIA

In West Virginia skies are blue,  
The hills are green and hearts are true;  
A joyous welcome waiteth you,  
In West Virginia

In West Virginia, happy beams  
The sun that kisses crystal streams,  
Enduring love is what it seems  
In West Virginia

In West Virginia man is free;  
He dwells beneath his own roof-tree  
Oh come, my friends, and dwell with me  
In West Virginia

#### FRATERNAL DELEGATES TO THE ANNUAL MEETINGS OF OTHER REGIONAL ASSOCIATIONS

THE INTERCHANGE OF REPRESENTATIVES of regional associations at their respective annual meetings has become a standard practice. No doors are closed to these delegates. In this manner direct observation of the activities of the associations is assured and the exchange of ideas made possible. On June 26, the Executive Committee authorized the following appointments for 1954:

STEPHEN A. ROMINE, chairman of the Colorado State Committee: Northwest Association of Secondary and Higher Schools, Salt Lake City, November 30-December 2.

NORMAN BURNS, secretary of the Commission on Colleges and Universities: Middle States Association of Colleges and Secondary Schools, Atlantic City, New Jersey, November 26-27.

HENRY G. HARMON, past vice president of the Association and member of the Board of Review: Southern Association of Colleges and Secondary Schools, Louisville, Kentucky, November 29-December 2.

HARLAN C. KOCH, editor of THE QUARTERLY: New England Association of Colleges and Secondary Schools, Boston, Massachusetts, December 1-4.

PAUL M. BAIL, past president of the Association: Western College Association, Berkeley, California, November 4-5. (This is the fall meeting of this association. The spring meeting will be



held in Los Angeles, March 24-25, 1955).

In appointing these representatives, some attention was given to the geographical locations of the appointees in relation to the meetings they will attend. Thus, Stephen Romine is professor of secondary education at the University of Colorado, Boulder; Norman Burns is professor of education at the University of Chicago; Henry G. Harmon is president of Drake University, Des Moines, Iowa; Harlan C. Koch is assistant dean of the Horace H. Rackham School of Graduate Studies at the University of Michigan, Ann Arbor; and P. M. Bail is president of the University of Omaha.

#### THEME FOR THE ANNUAL MEETING IN 1955

ON JUNE 25, the Executive Committee adopted "Enduring Values in Education" as the theme for 1955. At that session, the Advisory Committee on the Program for the Annual Meeting reported, and basic plans for the big assembly were laid.

#### CONTRIBUTORS TO THIS ISSUE

RALPH W. AIGLER is professor of law at

the University of Michigan on terminal leave and for a third of a century represented the University in the Western Conference; NORMAN BURNS is professor of education at the University of Chicago and executive secretary of the Commission on Colleges and Secondary Schools; GEORGE E. CARROTHERS is professor emeritus of education at the University of Michigan; the late J. B. EDMONSON was dean emeritus of the School of Education at the University of Michigan; DONALD E. EMERY is associate dean of the College of Adult Education, University of Omaha, Omaha, Nebraska; LOWELL B. FISHER is executive secretary of the Committee on Admissions, University of Illinois, Urbana, Illinois, and past chairman of the Commission on Secondary Schools; JAMES L. MORRILL is president of the University of Minnesota; R. NELSON SNIDER is principal of South Side High School, Fort Wayne, Indiana, and treasurer of the Association; W. FRED TOTTEN is president of the Flint Junior College, Flint, Michigan, and chairman of the Commission on Research and Service; EUGENE YOUNGERT is superintendent of the Oak Park and River Forest High School, Oak Park, Illinois.

## The Trusteeship of Freedom<sup>1</sup>

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EVERY GENERATION finds itself confronted by certain crises. It is faced with unmistakable times of test and trial. It must draw upon the deeper resources of its heritage and faith.

At such times, unless too ignorant or apathetic to care, men and women of good will and a sense of responsibility will come together in the need of reassurance. They will seek the sense of shared strength for the duties of their day. Some of all this is in our minds as we meet together this morning, I surmise.

In this respect, the theme of this Fifty-ninth Annual Meeting—"Education's Responsibilities for Freedom"—points up a special concern among us at the instant. We discern an issue beyond the general purpose and "object" of the North Central Association, so well defined in the statement reprinted on the second page of our conference-program.<sup>2</sup>

It is a special summons in an anxious American moment. It is, first and essentially, a clarion call to the teachers of the nation. It acknowledges the

public acceptance of their indispensability in the long-range solution of any fundamental American problem.

Candidly, I was at first reluctant to accept the friendly invitation to speak on this theme because university presidents, in the nature of their jobs and by common consent, are conceded to be the most remote from any really significant contact with the educative process among all their colleagues and associates.

I don't know about some of you, but a couple of weeks ago in filling out my income tax blank I found myself stumped what to put down in the very short space after the word "occupation." There wasn't enough room for "university president"—and when finally I wrote in the word "educator" I had the guilty feeling of gratuitously having almost falsified my return! Only the teacher truly deserves that title.

But whether teachers or administrators, we know ourselves to be partners in a vast and indispensable social enterprise. And we are deeply aware—all of us, I think—of what the lawyers call a "fiduciary capacity."

The schools of any nation are trustees in a special sense of the nation's most precious traditions, its heritage of culture. Life itself teaches much. Today, beyond any earlier time, the media of continuous communication have been magnified enormously: the printed word, the spoken word of radio and the pictured word of television and the motion picture. There is always the deep exemplary

<sup>1</sup> Delivered before the Association, March 26, 1954, at Chicago.

<sup>2</sup> The statement referred to reads as follows: "The object of the Association shall be the development and maintenance of high standards of excellence for universities, colleges, and secondary schools, the continued improvement of the educational program and the effectiveness of instruction on secondary and college levels through a scientific and professional approach to the solution of educational problems, the establishment of cooperative relationships between the secondary schools and colleges and universities within the territory of the Association, and the maintenance of effective working relationships with other educational organizations and accrediting agencies."—EDITOR.



impact of the home and family, and the eternal guidance of the church.

But there are still knowledges and skills, ideas, values and ideals which cannot be taken for granted or left to chance for their teaching. The schools are still their trustees. Colleges and universities are their further exponents, catalysts and interpreters.

For one, let me commend the phrasing of our meeting-theme: "Education's Responsibilities for Freedom." It is positive, not negative. It supports the subject of my own remarks: "The Trusteeship of Freedom." Narrowly defined, to be sure, "trusteeship" can mean merely protective custody.

But as educators we have been too often and badly advised lately, I think, to take major responsibility for the negative "defense of freedom." That task lies elsewhere: in the adult body politic to which as citizens, of course, we belong—but which transcends vastly our particular profession.

Justice Learned Hand, you remember, declared his colleagues on the bench to be less effective than the people and their elected representatives in the safeguarding of their constitutional liberties. The courts, he said, are for last resort (and there have been times, as in Jefferson's day, when even the courts forsook their function). Liberties are preserved as men are enlightened with regard to them. "For their guidance there are no *vade mecums*, no handbooks, no manuals," the Justice reminded us.

James Madison went even further, in his warning to the House of Representatives in 1789:

"In a government modified like that of the United States," he said, "the great danger lies rather in the abuse of the community than in the legislative body (and his remarks have relevance to our own time). The prescriptions in favor of liberty ought to be levelled

against that quarter where the greatest danger lies, namely that which possesses the highest prerogatives of power. But this is found in neither the executive nor legislative departments of government, but in the body of the people, operating by the majority against the minority."

Madison stressed this last point. He declared that the new American government must guard against the tyranny of majorities "united by a common interest or passion." Scholars of history and political science have pointed out, again and again, the dangers of unrestrained and irresponsible majority rule, recognizing that demagoguery is democracy's "occupational disease."

Mr. Walter Lippmann has lately identified as "the supreme political heresy of our time," masquerading as democracy, the misconception of popular government which holds as sovereign and supreme the majority will which menaces too often the rights of minorities. He quotes George Washington as saying, in a letter to John Jay:

"I am sure that the mass of citizens in these United States mean well, and I firmly believe that they will always act well whenever they can obtain a right understanding of matters; but . . . it is not easy to accomplish this, especially as is the case invariably when the inventors and abettors of pernicious measures are infinitely more industrious in disseminating their poison than the well disposed part of the community to furnish the antidote."

Thus Washington recognized, Mr. Lippmann says, that there was no guarantee that the rule of the people could not upon occasion be "despotic, arbitrary, corrupt, unjust, and unwise." "The people, too (as well as their government)," Mr. Lippmann observes Washington as believing "had to be restrained. They, too, had to be

held to account. They, too, had to be *taught*."

Well, to teach is the business of education. It is the means of discharging our trusteeship. All else that we do is secondary.

Now if it be, as I believe, that the immediate battleground of liberty under law in our democracy is in the larger domain of the body politic—with no special call upon educators as such to bear the brunt of the barricades—the challenging fact remains that the ranks of our adult citizenry are constantly renewed by the maturing millions who come up from the schools and colleges. Here, indeed, are "education's responsibilities for freedom" in the flesh!

With wise teaching, freedom surely can be sustained in each generation, our sense of trusteeship must bind us to believe. Surely it need not be that youth must rediscover the viability of freedom through bitter experience with its absence. Surely the evils of days like these are sufficient to make manifest, by thoughtful classroom interpretation, the dangers that beset us?

For we are aware there is a current crisis: that we are confronted with enemies both foreign and domestic. How else account for the special theme of this meeting?

I am thinking now about the completely justified national—and international—concern about Communism; and some of its unjustified counter-effects. It is easy to deal with this situation in name-calling and all the clichés, liberal and reactionary. It is easy to over-simplify. You can sneer at sincere patriotism, or carry it to psychopathic extremes—and both are being done.

In respect to both government and education there have been both apprehension and a good many misapprehensions, on balance. A California professor has remarked that never in his

tory were so many thrown into a panic by so few.

And in accepting the Lauterbach Award of the Authors' Guild for writings that have "made a substantial contribution in the field of civil liberties," Mr. Elmer Davis said this:

"Thanks to a false picture of the world, a false picture of modern history, millions of Americans think they can fight Communism by imitating Communism. A lot of education is needed in this country—education in what America has been, and still ought to be. The education won't be easy; there are men who will fight it bitterly and viciously and slanderously."

Some of this bitterness and viciousness and slander in the arena of education we have encountered in the investigations and actions of certain committees of Congress and the state legislatures and local schoolboards. Some of it has been largely, even if belatedly, countered by the recently published report of the House Un-American Activities Committee which points out the infinitesimally small percentage of Communist infiltration into the ranks of American teachers, and which attests to the patriotic integrity of the profession-at-large, despite some disappointing and incomprehensible defections.

It is, we must recognize, an enormous national tribute to the influence of the educator that underlies this anxiety about him—although I am mindful of what Woodrow Wilson, as a teacher at Princeton, once declared to be his profoundest educational discovery: the infinite capacity of young people to resist knowledge.

But the responsibilities of education recur in castigations from all sides. Commenting on the current scene and the special attack on Harvard University, an editorial writer in the *New York Times* observes that "the danger lies in the peanut-sized brain and the foghorn-sized voice—and then only if we put



them in positions of power." "The cure is more education, not less," he says.

Writing on "Loyalty and Freedom" in the *American Scholar*, Archibald MacLeish asserts that the underlying failure, the too widespread forsaken faith in freedom, "is a failure of education."

"We have increasingly ignored the human things, the things of the mind and spirit, the proof of man's dignity and worth, in the teaching of our schools and even in our universities," he says, "and we are paying the inevitable price." "Generations of school-boys," he goes on, "taught only techniques and tools produce generations of men to whom only techniques and tools are important, men who have no comprehension on their own resources or those of their neighbors, men who know nothing of those great conceptions of human destiny, those patterns of life and death which our kind has produced over countless generations."

Is there a lesson in this for us as we face up to education's responsibilities for freedom?

Even American political liberalism, a climate logically congenial to the typical academic mind, has lost the capacity for self-criticism, Dean Robert E. Fitch of the Pacific School of Religion argues in a recent issue of the *New Leader*. It seems to suffer from some kind of moral myopia, he says. "Must it be," he asks, "one of the ironies of our history—as in Plato's day—that liberty should be assassinated by the liberals?"

Writing nearly three years ago in the *Christian Century*, this same author observed that "if men will discipline themselves in ethics, others have less reason to do so."

"But if men will not so discipline themselves," he said, "if more than that they deny that any ethical requirement has relevance to their pro-

fession, they need not be surprised if suspicious and jealous and predatory interests find an occasion to move powerfully against them."

The dean's diagnosis seems to me pertinent. It brings to mind the sorry procession of professors and teachers who have sought the shelter of the Fifth Amendment—some, requiring actually its protection; some, out of quixotic perversity; both with deeply damaging disservice to the fellows of their profession and the true safeguarding of intellectual freedom, in my opinion.

As several years ago I said in an address at my own university, a completely overwhelming majority of the academic profession has long since decided, I am sure, that a true totalitarian cannot possibly be a true scholar; that membership in the Communist party betrays the trust and tradition of intellectual freedom, abandoning to dogma and deceit the search for truth.

Yet even now, this late, the academic profession has strangely failed—at the national level, at least—to work out any procedure for the policing of its own protection in this area of public anxiety. It has not formally revised or repudiated, so far as I am informed, the report of the American Association of University Professors' Committee on Academic Freedom and Tenure, published in 1948, which sustained the possible compatibility of Communist party membership with academic integrity.

My own concern about any possible infiltration of education by Communism—and the danger, I think, is long past—my concern is not that it might produce subversive saboteurs or scientists who will give away atomic secrets. So far as I know, no American professor has been indicted, tried and found guilty under "due process" of

treason or espionage. The danger is that any such infiltration could erode the ethics and integrity of intellectual freedom and independence.

It was for this reason that without reservation I subscribed, together with the thirty-six other presidents of the institutions comprising the Association of American Universities, to the statement which declared that present membership in the Communist party is in itself sufficient proof of lack of fitness to be a member of the academic community of scholars; that the doctrinaire discipline of the Communist party and intellectual freedom are a contradiction in terms, are antithetical.

Such a stand, it seemed to me, is the discharge of one of education's first responsibilities for freedom.

We shall cling, of course, to our conviction that there is a distinction between the unpopular and the undemocratic in the realm of ideas and their expression. We shall recognize the duty of educational administration and the teaching profession, acknowledging their mutual responsibilities, to maintain and defend the exercise of independent thought, indispensable for their own survival and the survival of the society they serve.

We shall remember that "free societies," as the British Dennis Brogan wrote, "produce a great many people of all kinds because they let them produce themselves." And here is the crux of whatever we mean by "the indivisibility of freedom" which education has the peculiar responsibility to buttress by teaching and research.

Continually we are charged—the schools and colleges and universities—by Dr. Robert Maynard Hutchins and others—with the mass production of mental conformity. But for years I have cherished a quotation from Felix Schelling:

"True education," Schelling said,

"makes for inequality; the inequality of individuality, the inequality of success; the glorious inequality of talent, of genius. For inequality, not mediocrity—individual superiority, not standardization—is the measure of progress of the world."

We are schoolmen all, sharing the same opportunity and obligation in this regard, but the colleges and universities carry the heavier burden in making plain the meaning of democracy in the domain of the mind, I think. More than the schools, the colleges have found themselves the objects of criticism and suspicion.

"It is difficult," President Harold W. Dodds of Princeton said recently at Columbia, "for the public to grasp the idea that a university exists for the purpose of entertaining, even generating differences of opinion rather than achieving uniformity of outlook"—to which may be added the statement of the Association of American Universities of which Dr. Dodds serves also as president, that "free enterprise is as essential to intellectual as to economic progress. A university must therefore be hospitable to an infinite variety of skills and viewpoints, relying upon open competition among them as the surest safeguard of truth. . . . To enjoin uniformity of outlook upon a university faculty would put a stop to learning at its source," the statement says.

To contend with "the revolt of the primitives against intelligence," as a *London Times* writer has characterized it, is the ancient assignment of education—and despite the strength and glory of our American democracy, the task is never-ending.

It was discouraging to read recently the results of a Minnesota public opinion poll which revealed that 25 per cent of our Minnesota citizens do *not* believe that newspapers and magazines



"should be allowed to print anything they feel they should print, except military secrets"; that 40 percent oppose peaceable assembly of "certain groups in this country"; and that 47 percent say that "some people" should not be allowed to make public speeches.

(I do not contend that every school and college should provide the forum for every kind of speaker or of doctrine. These institutions have a special function—educational, not political—appropriate to their individual aims and judgments. But still they must affirm the constitutional right of freedom of thought and speech for all lawful groups in the body politic at large.)

How completely this mis-educated and mis-led percentage of our public opinion poll have mistaken the genius of our American democracy! How far they have failed to discern, as Professor R. M. McIver of Columbia University has written, that:

"Democracy is the only system of government that trusts in its own persuasiveness. . . the only system that has faith in the free mind. . . the only system that does not make education (as in totalitarian lands) the servant of power.

"Universal education," he goes on to say, "has been a gift of democracy, free education not only in the sense that it is provided without fees but also in the sense that freedom of thought and discussion is not balked by the demand of government that the teacher become an agent of its policies."

Surely this last is a precious principle in the heritage our schools must transmit to the oncoming generations of its citizens. Surely it lends to our trusteeship of freedom a quality of singular responsibility.

Let us take heart from the reassurances that still surround us in this troubled time. Let us "find ourselves a great deal braver and better than we

thought," as Robert Louis Stevenson wrote in his account of "An Inland Voyage."

The signs of reaction against reaction—of a stronger faith in freedom—are plainer now. As I am sure you must have been, I was thrilled by the courage and confidence of Chief Justice Warren's address last January at the Columbia Bi-Centennial Celebration on the theme: "Man's Right to Knowledge and the Free Use Thereof."

"Liberty—not Communism—is the most contagious force in the world," he declared "It will permeate the Iron Curtain. It will eventually abide everywhere. For no people of any race will long remain slaves. Our strength is in our diversity. Our power is in our freedom of thought and research."

It is interesting to remember that Karl Marx said the same thing a hundred years ago when he wrote that the only effective opponent of Russia's march to world power was "the explosive power of democratic ideas, and the inborn urge in the direction of human freedom."

Let me venture the belief that despite the TV and radio alarmus and excursions which are designed to make lie-detectors of us all, the American people are making headway in sizing up more sensibly their problems. They are seeing some of the grays, not just the blacks and whites.

The debates of the last presidential election, the current discussion of foreign policy and of many major domestic issues, reveal a wide diversity of sincere spokesmen free to press their points. The realm of critical rationality has been expanded, it seems to me.

We are being reminded of what history, philosophy, literature and science have long since attested: the utility of freedom. We are able more clearly to identify for what they are: the obscurantists, the provincials, the suppress-

sionists whose ignorance or fear leads to the "escape from freedom." We realize from fresh example that "there is nothing more frightful than ignorance in action," as Goethe said.

We are learning again the lesson—as in Minnesota, especially, we must—that it is possible to survive the passing seasons! In every age and society, we should know, there can settle in some time of stress the atmospheric pressure for conformity—like the cold blanket of winter which slows the growth of all nature and freezes the free flow of progress, with its vast and penetrating chill.

So, in too much of the world today, we see the totalitarian winter of the human soul.

But up in our Minnesota country, at Duluth, I have sometimes watched the ice-breakers—those small and sturdy ships which push into the brooding white expanse, cutting a course so that commerce may flow again and the great fleet of ships imprisoned in their harbors may resume their profitable passages.

Is it too much to suppose ourselves, in the democratic enterprise of education, as crewmen on the ice breakers for freedom?

Let me end where I began:

The teacher is the true trustee of freedom. But we in administration—the principals and superintendents and presidents—are partners in the trust, with a special responsibility:

How can we better exemplify our American heritage which equates freedom with responsibility? What does this mean in the organization and administration of a school system and an individual school, in the college or university over which we preside?

In our classrooms, are our teachers free to be the enlightened interpreters of freedom? Do they have the knowledge and understanding to lift their

students to the shoulders of those earlier giants of liberty in our heritage for the view that is larger than that of those standing in the crowd?

We have no national system of education such as I saw in so many countries overseas last summer, but rather, forty-eight state systems within which the control and at least two thirds of the support is local. We administrators are close to our constituencies. We are the spokesmen of our schools and institutions. It is we who must interpret them to our school boards and trustees and regents, to our state legislators, our alumni, our fellow-citizens and taxpayers—with the need to persuade and justify their support in the unafraid American climate of freedom.

Of course this is not easy! Democracy is itself the most difficult of all forms of government.

What I have tried to make more meaningful is the measure of our trusteeship. Its claim upon us is deeper than the duty of mere protective custody, I have said. It is the challenge to our every resource of generous response, of patriotic integrity and the faith of our fathers.

It is the trust, I think, that is in our minds at some moment of every day at our desks. For "Education's Responsibilities for Freedom" are one and the same with its age-old obligation to build for a better day.

And "when we build," as Ruskin wrote long years ago, "let us think that we build forever. Let it be such work as our descendants will thank us for.

"And let us think, as we lay stone on stone, a time is to come when these stones are held sacred, because our hands have touched them—and that men will say, as they look upon the labor and wrought substance of them: See—this our fathers did for us!"



## The New Role of the Commission on Colleges and Universities<sup>1</sup>

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TO GIVE YOU some frame of reference from which to examine the kinds of things that our Commission has been thinking about over the last several years and which have been taking some definite shape over the past few months, I should like to say, and I am sure that most of you will agree, that the function of the North Central Association has always been to make the largest contribution within its power to the improvement of education. That has been the function from the beginning and it is still the basic function of this Association.

Although this function has remained constant throughout the years, it has been necessary to modify it from time to time—to modify the procedures that are employed by the Association in accomplishing its objectives. These modifications have grown out of changes in the condition of society and the situation in which our institutions operate.

The North Central Association, as any other association of its kind, must obviously modify its procedures in the light of changing conditions if it is to continue to be effective in the accomplishment of its purposes. I would like to illustrate this point with an experience of the Commission on Colleges and Universities.

To accomplish its purposes, the Commission on Colleges and Universities initially attempted to bring about the improvement of higher education largely through a program of standardization of institutions. In the early days, standardization and accreditation were pretty much the same. It was important that improvement in higher education be brought about because at that time higher education in America was in a chaotic state—it was difficult to tell even what a college was.

First of all, therefore, a college had to be defined before any step toward its improvement could be taken. It was accordingly agreed that a college must have at least six major departments; that it should have professors giving full time to the work of the institution; that it should offer a four-year program in the liberal arts and that it should require for admission graduation from a four-year secondary school.

This was really a type of standardization. Because of the chaotic state of higher education, there was need for some agency to attempt to bring a degree of order into this picture. The accrediting associations, of which the North Central Association was one of the earliest in the field, adopted this plan of standardization—that is, setting up standards to which institutions, if they were to be accepted into membership would be expected to conform. Those standards were usually quanti-

<sup>1</sup> Delivered at the joint session of the three commissions of the Association, March 25, 1954, in Chicago. This account is based on the stenotypist's notes of Mr. Burns's address.—EDITOR.

tative—so much of this and so much of that. There was justification for such standards at that time.

However, the situation has changed considerably in response to various social forces. For instance, we have had an enormous increase in enrollments at the higher level, which is an old story to most of you. We have had increasing demands from the groups which sponsor our institutions to provide services of various kinds, services for the groups or for the society which they served.

At the same time we experienced another change which was very important; namely, that education should be functional—that it should be related to life needs. Now, since life needs varied quite a bit from one group to another and one section of the country to another, in itself this situation led to diversity, a desirable diversity, among our higher institutions which was not characteristic of earlier colleges which had a fixed curriculum of classical liberal arts. The groups served by these colleges were relatively homogeneous. However, with the influx of larger numbers of students from all classes of society, such a curriculum was no longer appropriate.

This situation led to differentiation among institutions—different sponsoring groups expected different kinds of things from the institutions they were sponsoring. This meant that institutions eventually differed from each other.

At the same time that enrollments were increasing so rapidly, society was also demanding more and more services from these institutions. Of course, as this happened, the institutions grew closer to the people than they had been in the earlier days when they served a relatively exclusive group. One of the outcomes has been that more people have a rather immediate concern with

higher education, with what higher institutions are doing than was characteristic of the earlier days. Also, the wants and desires of different groups, all differing from one another, contributed to this change among higher institutions.

It is clear that a process which attempts to improve higher education through the application of standards, to the requirement that institutions conform to particular patterns, is quite inappropriate under the conditions that now exist. Rather than contributing to institutional improvement, they act as a restrictive force. They may actually retard the development of different kinds of programs, of different ways of doing things that are important in the light of needs faced by our higher institutions today.

The modification of fixed standards, let me hasten to add, is not a new idea in the North Central Association. About twenty years ago the North Central Association, in its dealings with its higher institutions, abandoned the application of fixed minimum standards and moved to the philosophy of accrediting which started with the basic idea that an institution should be examined in terms of the purposes that it set for itself.

Here was a very significant recognition of the differentiation that should properly exist among higher institutions. It was a marked step forward and a great deal has been accomplished under this new philosophy of accrediting.

An attempt was made to make adopted practices consistent with this philosophy of accrediting. However, since that time twenty years ago when this very significant shift in emphasis was made, very little has been done to evaluate accrediting procedures, despite the fact that the social forces to which I referred a moment ago have



continued to operate with undiminished force.

Moreover, it is common knowledge that the institutions in this country are very shortly going to be faced with another very large increase in their enrollments. This fact has implications for the nature of the programs to be offered, the qualifications of the persons who will teach those programs, and the financial support these programs will require.

In view of all these present and pending events, it is necessary that the North Central Association take a look at the way it is doing things. How can it or how should it operate in a most effective manner to contribute to its fundamental objective, the improvement of education? I have particular reference to higher education here.

At the last annual meeting the situation which I have been describing resulted in some rather definite provisions for the examination of the role of the North Central Association in its relation to higher education. Some exploratory committees were set up. These committees have reported in an open session at this annual meeting and copies of their progress reports have been widely distributed. Therefore, I think it would be well if I were not to go into some of the suggestions in detail which, let me assure you, are still highly tentative. Instead, I would like to present to you some fundamental ideas underlying the activities of these committees. I think that this would be the most useful thing that we could do this morning.

First of all, these committees have been set up because of the obvious need for recognition and encouragement of institutional diversity. The assumption here, and it is the only valid assumption that we can make in this regard, is that we certainly should not try to prevent or interfere with this diversity among

higher institutions. Quite the contrary, if the very wide range of the needs of society is to be met by higher institutions, we must encourage it.

Here two related points emerge which may be looked at separately.

The first is that in a very real sense there are unique elements or combinations of elements in practically every higher institution. No two are exactly alike. Recognition of this fact requires some modification, I think, of the way we treat these institutions. We made an important step in that direction twenty years ago and we need to take some further steps now.

As higher education in this country developed, a variety of types of institutions emerged. Those belonging to any particular type have a very large community of interest even though they may, in very real respects, differ from each other.

Sometimes it seems that the institutions which belong to this Association have very little in common other than the fact that they all offer post-high-school work. Beyond that, the differences become great indeed. Compare the developing community college under local sponsorship with the more traditional type of liberal arts college; with the urban university and the particular setting in which it operates and the peculiar needs that it has to meet; with the state universities, which are serving the entire state and also, in many instances, regions; with the private institutions that again have different sponsorship and different kinds of needs and which depend on what their clients or groups associated with them actually expect of them.

The second point is the importance of encouraging institutional initiative. This, of course, is related to the first one in a very real way. It grows out of the notion that if we are to have this diversity among institutions and en-

courage it, we must look to the institutions themselves to make a very important contribution to the improvement of their programs. To the extent that they differ from one another, to that extent nobody from the outside can tell them what they should do. This has implications, as you can see, for the relationships of our Association with our higher member institutions.

Also involved in this idea is the notion that after all, if improvement is to be real and lasting, it must be self-generated—that it must come out of the institution itself. We are not nearly so effective with our institutions if we impose regulation from without rather than encourage them to study their own programs and the best way to do the kind of things that are expected of them.

As you can see, all of these things are interrelated.

In connection with our accrediting activities, we have had a tendency in the past, I believe, to give rather too much emphasis to the notion of institutional status. By that I mean that we have concentrated very largely on the determination of whether a higher institution has reached a certain level which would justify its inclusion in the membership of this Association. That idea is useful up to a point, of course, and must be continued. But in addition we certainly need to emphasize the idea of institutional growth, regardless of what the status of an institution may be at a particular time.

It is extremely important, if we are to accomplish our purposes in the best possible fashion, that we do everything that we can to encourage those institutions that are already above the margin at which they would be admitted to the Association to continue to improve. This, you see, also has important implications for the way in which we work with our member institutions.

Better still, I think that we can say that it has important implications for the way in which our institutions work in concert to accomplish the purposes of the Association.

The next idea is the importance of preserving institutional integrity. I have already referred to some of the thoughts underlying this in some of my earlier remarks. In this connection there are two things to be considered.

The first of these is the definition and limitation of function. There are few institutions, if any, whose potential resources are so great that they can be all things to all men. The very pressures to which I have already referred tend to force institutions to assume obligations which they should not assume and which they are not prepared to assume. This means that this Association should encourage in every possible way the integrity of function, recognizing that functions are going to differ from institution to institution. Let's not have all institutions trying to do the same things and let's not have all of them trying to do everything. Let's try to encourage the idea of having each institution carve out an area of service which it wants to perform more than any other.

We should also take into consideration what might be called internal institutional balance. This is a part, I think, of the idea of the preservation of institutional integrity. We must have institutions which are trying to perform different functions. We must have institutions, for example, which combine a number of professional schools with a liberal arts college and in which the relationships among these different units are perfectly clear where there is a clear general purpose to which all of these units, despite the differences in their specific purposes, will make a maximum contribution.

There are all kinds of factors operating today which have a tendency to



break these complex institutions down so that there is no uniformity or singleness of purpose in them. This situation, I think, has important implications for the preservation of institutional integrity.

Let us now look at the work of the committees which the Commission has set up to put into effect some of the ideas with which we have been dealing.

First of all, there is the Committee on Planning. This committee has been primarily concerned with the need for the conduct of studies in the field of higher education. One of the reasons for that very important need is that the criteria that we have been using have not been subjected to a constant and continuing scrutiny with a view to modifying them in the light of existing conditions. Therefore, a program of study is obviously essential to that end.

It is also important, and this relates to the program of studies, that the Association make more systematic provision for consultant services in the interest of accomplishing its purposes. This is important because much of the study will be self study. You all know the impetus that this type of study is receiving. Foundations are increasing their interest in this kind of activity. Many institutions, however, have a very limited or inadequate understanding of how to go about studying their own programs—trying to appraise the activities that they are carrying out in relation to their purposes. In this connection there has been a rather large demand, as well as for assistance with other kinds of problems.

This notion of consultation has great significance when the encouragement of institutional initiative is the point of reference—initiative in defining functions, in limiting programs in terms of those functions; in short, when growth rather than status, is being striven for.

Also important for the same reason and the same objectives, is the provi-

sion for a sort of clearinghouse service. A great many significant things are going on in institutions and sometimes within groups of institutions. It is impossible to keep track of all of them despite their importance. It is therefore highly desirable that the North Central Association serve as an agency for the gathering of all kinds of experiences, results of studies, techniques by which studies are carried out, for the purpose of making them available to our member higher institutions so that they may profit from the experiences and activities of others.

These then are the things with which the Committee on Planning has been concerning itself. As you see, they are intended to contribute to the accomplishment of the objectives that I have set forth.

There is a Committee on Professional Education also. This seems to me to be one of the major problem areas with which many of our higher institutions are faced today. The immediate impetus for the consideration of the problems of professional education came, of course, from the National Commission on Accrediting. This committee has been actively at work for a number of months and is making several proposals which will find their place in this framework of objectives that I have set forth.

The professional accrediting agencies have, I fear, in too many instances been contributing to institutional fragmentation. They have been a threat to institutional integrity. This is probably the situation with which the Committee on Professional Education is most concerned.

Let me hasten to assure you, however, that both the committee and the association feel that professional accrediting has served a very significant function. One only has to look at what the A.M.A. did in the early days resulting in marked progress in the improve-

ment of medical education. One can also point to other examples of that kind. Therefore, these professional accrediting bodies have a very real role to play in the improvement of education. But when they operate in largely uncoordinated fashion—are concerned with a particular aspect and only with that aspect—then, I believe, they constitute a threat to the preservation of institutional integrity.

It seems, then, that the North Central Association has an obligation to work with our member institutions and, through them, with these professional agencies in an attempt to counteract whatever tendencies exist toward the fragmentation of institutions and toward the dividing of loyalty of the professional faculties of our member institutions between their respective professional accrediting associations, on the one hand, and the institution as a whole, on the other. There has been a decisive kind of influence operating here.

One of the proposals by the Committee on Professional Education is that our Association provide a person who will be conscious of the interrelatedness of the various elements of an institution's program and who will be interested in this notion of institutional integrity to accompany the examining teams when they visit the institution. Through this device we would have an opportunity to gain experience in working with professional agencies; to explore with them ways in which their activities could be of help to the program of higher education; and to work with them, looking toward the modification of practices that are unduly restrictive and therefore detrimental to the institution in its total development.

The Committee on the Reorganization of Accrediting Procedures is an-

other important committee. It is proposing that the operations of the Commission on Colleges and Universities be decentralized.

The suggestion is that for purposes of dealing with higher institutions, the North Central area be divided into a number of districts, each district to have a committee which would represent that district. This arrangement would recognize differences in the needs of the different kinds of higher institutions in our Association and provide a channel for them to express their ideas and to present their common problems. It would, I think, greatly strengthen the Association. If adopted, the reorganization would be done on a geographical level and also by type of institutions.

It is obvious that such a move will be necessary if the Association is to develop the more intimate and helpful contacts that are contemplated in the plans of the other committees.

The Committee on the Reorganization of Accrediting Procedures will also consider the necessary modification of accrediting procedures themselves—actual ways in which accrediting operations may be carried out.

I hope that I have given you a general idea of the nature of the developments that are taking place. Obviously, many problems will have to be solved. Many difficulties lie in the way of doing the things that the Commission has in mind. However, the response to these proposals so far has been very good. There is a tremendous interest in the matters that I have talked about here. I believe that along these lines lie opportunities for the North Central Association to make an even greater contribution to the cause of higher education in the territory that it serves.



# Research and Service Needed by Both the Commission on Colleges and Universities and the Com- mission on Secondary Schools<sup>1</sup>

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THE CONSTITUTION of the North Central Association obligates the Commission on Research and Service to initiate, plan, and carry forward studies in the fields of educational and institutional research and service pertaining to universities, colleges, and secondary schools. Subject to the approval of the Executive Committee, the Commission on Research and Service shall engage in such research, study, and activity as either of the other Commissions may request.

The Commission is further obligated to report its findings to the Association and to furnish leadership in interpreting its research findings and in focusing attention on those problems which are in need of consideration.

Presently the Association is making a very serious attempt through all departments to evaluate its practices and to find out how well the member institutions are being served. There is a keen awareness on the part of all officers and Commission members that the end results of all research effort and services must be evaluated in terms

of real projects for real reasons. If there is any basis for the accusation that the Association has been more concerned with making studies than with following through, it is the duty of the Association to make appropriate correction.

Since the primary purpose of this talk is to review the research and service needs of the Commissions on Colleges and Universities, and on Secondary Schools, it seems in order to call attention to some of the projects under way at the present time. Each of these projects is the outgrowth of an expressed need. Serious effort is constantly being made to evaluate the effectiveness of each project.

The Liberal Arts study, under the direction of Russell M. Cooper, now in its fourteenth year, is one of the most enduring cooperative studies in the history of higher education. The number of participating institutions has grown from twenty-eight to sixty-five during the years the study has been in existence. The colleges determine for themselves the problems that are to be studied on the local campus and then seek help from the sponsoring

<sup>1</sup> Delivered before the Joint Session of the three Commissions, March 25, 1954, at Chicago.

committee in carrying forward these studies effectively and sharing experiences with sister institutions.

On each campus the enterprise enlists the cooperation of the teaching faculty members, as well as administrators. Some of these colleges are experimenting with new programs of general education. Others are working on the improvement of instruction, personnel services, and teacher education. Two workshops are held annually, several intercollegiate week-end conferences are held in various parts of the region, and a *News Bulletin*, with enclosed operational materials, is distributed monthly. Strong educational advances on many campuses during the past fourteen years testify to the dynamic character and notable effectiveness of this service.

Under the direction of Paul W. Harnly, the Sub-Committee on In-Service Education of Teachers continues to serve the membership by identifying crucial problems, making studies concerning them, and publishing findings of these studies.

A major study just completed is entitled "The Workshop as an In-Service Education Procedure." Another major study completed and distributed last year was "Incentives Used in Motivating Professional Growth of Teachers." In earlier years such publications as "Improving Inter-group Relations in School and Community Life" and "A Study of In-Service Education" had wide circulation and use. The discussion group meetings built around in-service problems as a part of the annual meeting continues to serve a need of all Commissions.

The Sub-Committee on Teacher Education, under the chairmanship of Edward F. Potthoff, is rendering invaluable service to the twenty-four colleges participating in the project.

Each year's activity begins with a summer workshop attended by two representatives from each cooperating institution. Each participating college sets up its own local committee and determines the nature of the project or special problem to be carried on for the year. A coordinator from the committee visits each participating college. Also, a news bulletin and packet materials are distributed. A new service under development is designed to enable a number of colleges interested in the same research project to pursue it on a cooperative basis.

Many problems related to the development of desirable teacher training programs in large universities are under study by a sub-committee headed by F. E. Henzlik. It is highly desirable to utilize the total facilities of the university in the development of teacher training programs. Mr. Henzlik's committee expects to study the ways, methods, and approaches now used by large institutions which have successful teacher training programs in progress. The report of these findings will be valuable and of great interest to all multi-purpose type institutions.

Secondary schools have been bothered for many years by training requirements and certification requirements for school librarians. Walter L. Cooper is chairman of the School Library Study Committee that is attempting to determine the basic training needs of school librarians. This committee will suggest a sequence of courses which will prepare the librarian for more effective service. Training institutions will be called upon to consider providing training facilities in terms of the suggested patterns. Mr. Cooper's committee will also formulate recommendations for effective recruitment of competent young people to prepare for the job of school librarian.



Through its Committee on Experimental Units, headed by J. E. Stonecipher, the North Central Association stands ready to further any educationally sound efforts directed toward the production and use of materials for discussion of contemporary issues in the secondary schools. The work of this Committee encourages teachers to ask for and to use pamphlets which can be more flexible in use and be kept more nearly up-to-date than standard textbooks. Unit pamphlets now under development are "Practical Politics" and "A Study of India, Pakistan, and Southern Asia." Previous publications include "The Federal Government and You," "Democracy and Its Competitors," "The Family and You," "Why Taxes," and several others.

Another service effort of the Commission is in the area of Current Educational Problems. B. L. Shepherd is chairman of a sub-committee which is preparing an instrument to be used to evaluate the program of Social Experiences in the High School. A survey blank and check sheet are being used to evaluate the program of activities and the organizations concerned with social experiences in the high schools. This project gives promise of real service to schools that are concerned with the appraisal of worth of their various activity and social programs.

Charles A. Semler is chairman of the Sub-Committee on Military Information and Orientation. This project concerns itself with the problem of assisting schools in their efforts to devise programs to guide and train youth in high schools and colleges so that they may perform their impending military service with the greatest possible benefit to their country and satisfaction to themselves. The published reports from this project will prove most helpful to schools and colleges that are

attempting to formulate reasonable programs of responsibility to their students in preparing them for impending military service.

While the Commission on Research and Service has no direct responsibility for accreditation either of colleges or secondary schools, the review of research and service projects given to you indicates the need for close working relationships among all three Commissions. The basis for accreditation in many instances is to be found in the reports and records of the Commission on Research and Service. The extent to which this Commission can serve as an effective integrating factor for all Commissions depends upon the quality and the effectiveness of the service it can continue to render.

As a basis for judging the immediate and future service, a survey of needs was taken among persons carrying some actual responsibility in the North Central Association. It was believed that those with responsibilities in the program would be well prepared to judge the kind of research and service needed by the Commissions whose responsibilities lie largely in the field of accreditation. Nearly one hundred persons were willing to have their ideas incorporated in the next portion of this report. I wish hereby to express publicly my gratitude for the splendid cooperation of those to whom inquiries were sent.

As you attempt to appraise the worth of the program which has just been reviewed, and as you pass judgment on what might be done with the following problems, please keep in mind that the entire program of the Commission on Research and Service is carried on by volunteer help.

High schools and colleges alike have many concerns and are beset with a variety of problems, many of which

are common to both levels. The following outline suggests ten problems of greatest concern and those that give promise of being of major importance during the years immediately ahead.

1. *Articulation between high schools and colleges.*—There is a lusty call, both from secondary and college people, for a program of research and action in the area of integration of high school and college work. Elements of interest in this topic range all the way from the justification of present entrance requirements to the avoidance of duplication of subject matter at the two levels in certain subjects, such as English, mathematics, and science. One respondent claims that in certain courses at college level there is an almost complete duplication of high school senior class work. Other phases of articulation that seem to need study include admission to college with advanced standing on the basis of tests; admission on bases other than class standing and the completion of certain Carnegie units; mortality among freshmen; the extent to which North Central membership affects admission; the development of terminal programs at the university level for those not geared to the completion of a four-year program; enlisting the interest of the arts and science faculty members in the articulation process and the development of an adequate guidance and personnel service through high school and college years to provide a more effective continuum than at present.

One of the respondents offers the following statement: "From where I sit, I always see glimmerings of serious problems which are related to the sudden release from home disciplines and restraints to the freer life of the campus. All sorts of problems arise when the student explodes from home into college life."

These accounts would seem to mandate the Commission and the North Central as a whole to make a major approach to the problem of articulation between high schools and colleges.

2. *General Education.*—Many, at both high school and college levels, are searching for a philosophy of general education that will be reasonably adequate. We have yet to agree on the essential needs of students, the basic elements of our tradition, and the chief intellectual qualities that should be emphasized in the general education program. The big question seems to be, "Can we devise a continuum of student development in general education that may reasonably take place during the student's experience in high school, junior college, senior college, or university, and in adult life?" On the collegiate level, how can general education relate to liberal education on the one hand and to specialized education on the other? How can we get instructors competent to teach general education courses who are devoted to their purpose? Should there be an independent staff or should we use people teaching also in the more traditional programs?

These and other questions related to the whole field of general education suggest research activities that might be helpful to both Commissions.

3. *Reading.*—One principal reported that "Problems of teaching reading at the secondary level are the most critical instructional problems in today's high school." A college professor states, "Both secondary schools and colleges need help in first making proper studies of the reading skills, habits, and attitudes of their students and, second, in planning and carrying through proper programs of reading improvement."

The Association has done some fine work in this field and, in our opinion, should re-examine the current need



for more work on this problem. It is suggested that an investigation be made as to the deficiency in reading, both by high school freshmen and college freshmen, and that a program of reading improvement be stimulated by properly organized and properly directed North Central activity. There is a call for an authoritative appraisal of the value of the mechanical equipment on the market today for reading improvement.

4. *Administrative leadership.*—Multiple response indicates that many, both at secondary and college levels, are searching for best practices in responsible, democratic, administrative leadership. It is suggested that a case-study approach to this problem might be initiated by the Association. What are the more effective ways for administrative officers, first, to be alerted to their responsibilities especially in staff leadership, second, to initiate and encourage staff growth, and third, to assist in the actual application of the results of staff thinking on school problems? A very wide variation in attitude and skill in this matter is readily seen among principals, deans, superintendents, and presidents.

5. *The development of good teachers.*—First comes the question, "How can an adequate supply of high quality persons be enlisted in the high school or college teaching program?" There seems to be no authoritative answer as yet to the question of the relationship of the amount, kind, and quality, either of academic preparation or professional training to successful teaching. It would be of great help in the present critical shortage of good teachers to find out if there are techniques in teacher preparation not presently in common usage that could help meet the crisis of need. On the college level some pertinent questions seem to be: Can the present graduate school best

prepare college teachers or should a new institution be devised for the purpose? How can graduate training be broadened without undermining requisite specialization? Should courses in higher education and internship teaching experience be provided? What are the intangibles inherent in good teaching and in poor teaching? These and other similar questions place this problem high on the list for possible study.

6. *The student personnel program.*—Recent years have brought better professionally trained staffs and increased budgets for student services and personnel activities. The biggest unanswered question seems to be, "How can the faculty be better trained and more effective in the counseling functions and in student personnel services?" Other questions needing study include: How should the personnel program fit into the school's administrative structure; should it be parallel to the academic program or subsidiary to it? How can personnel services be better evaluated? What is a desirable balance between curricular and extra-curricular activities and how can it be achieved? It is reported that pledge activities on certain college campuses are getting out of hand. How should the college staff deal with this problem? A student personnel problem of concern to both the high schools and colleges has to do with the percentage of upper level high school students actually going to college. It seems that there is no authoritative report on the proportion of the upper ten to twenty per cent of high school graduates who actually go to college. Nor is there any good answer as to what we are going to do about getting any sizeable portion of the others of this group to go to college.

7. *Classroom instruction.*—The frequency of mention of problems relating to instruction indicates that there is still need for much research and

service in this important field. It is reported that there has been an increase of interest in teaching methods among college professors during the past decade. There seems to be much interest in the improvement of teaching at the college level, especially for immature teachers. More insight is needed in how to motivate students to seek intellectual adventure and assume more responsibility for their own education. How can we serve individual students having widely divergent needs, backgrounds, and abilities? Particularly, how can superior people be identified quickly and challenged to the maximum of their powers? How can instructors more effectively utilize audiovisual aids, laboratory experience, community resources, and the principles of group dynamics? How can students be permanently inoculated with the desire and determination to continue to learn?

8. *Curriculum revision.*—I shall use only one example. Junior colleges and many four-year colleges as well, have programs of a vocational-terminal type, designed to prepare the student to enter upon his occupation at the end of two years of study. At the beginning of the freshman year a student must decide upon a terminal program or a four-year course. If he starts on the four-year program and drops out of college at the end of two years as many students do, he is not so well prepared for employment as he might have been had he completed a two-year terminal program. A study of the possible revisions in the curriculum that would enable a student to make up his mind at the end of two years rather than at the beginning whether he should enter an occupation or go into further college work could be of great value.

There were multiple suggestions for studies in the field of television and television used for instruction, both in

high schools and colleges. Since the Executive Committee has a special committee on television, I shall not take time to discuss the research and service called for in this field.<sup>1</sup>

Also, there is much interest in the subject of athletics, from the standpoint of research and investigation. Because of the special athletic committee of the Executive Committee, I shall give no further comment on this subject.<sup>2</sup>

In addition to the eight large areas discussed at some length here, in which there seems to be need for further research and service, and, in addition, television and athletics, over fifty other subjects were suggested. While time does not permit the enumeration of these topics, be assured that the Commission will carefully study the list and deal with the suggestions as best it can. A copy of this additional list can be made available to anyone who is interested.

From the standpoint of service, it seems that we should find a more adequate means of distributing reports, information, and service of various kinds to all members of the Association. It is probably true that we do a better job in research than we do in follow-up service. Many people in many institutions, both high schools and colleges, know little or nothing of the work going on within the North Central Association nor of the materials, research reports, or services available. It is expected that some improvement will be made in this area within the coming year.

As another service, the Commission is called upon to make a serious effort to obtain an estimate of worth of the work of the North Central Association. A measure of public opinion of the

<sup>1,2</sup> The report of this committee appears elsewhere in this number of THE QUARTERLY.—EDITOR



Association as to its function and service would be useful. An analysis of statements as to what the North Central Association means to high school principals, superintendents, college deans, college presidents, high school teachers, and college teachers would be useful. A similar analysis of values to the membership as a whole, to the various schools, and to the communities having North Central schools

would also be useful in obtaining a further measure of the worth of our work.

Obviously, during the coming year it will not be possible for the Commission on Research and Service to attend to all of the needs suggested. However, I can assure you that the Commission wishes to extend its efforts toward the greatest possible effectiveness and new projects will undoubtedly be undertaken.

## The Role of Laymen in the Commission on Secondary Schools<sup>1</sup>

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IF THE NORTH CENTRAL ASSOCIATION in general, and the Commission on Secondary Schools in particular, are to continue to be effective and influential in educational leadership not only in the Middle West, but in the entire country, then they must offer more than accrediting. While accrediting is still considered a significant part of the work of the Association, the fact must be faced that accrediting today is not nearly so significant as it was in March, 1895, when Dr. J. B. Angell and Mr. William H. Butts conceived the notion of the North Central Association.

At that time, and for several years later, conformity with respect to many of the operations of both universities and secondary schools was not only desirable, but imperative. It represented the transition period from the varied types of church and private academies to the public high schools. Universities needed some kind of assurance that entering freshmen came to their campuses with somewhat comparable training and experience.

In *A History of the North Central Association*,<sup>2</sup> by C. O. Davis, one learns that there were three problems which needed to be cooperatively solved at that time. One was that of trying to

decide what the entrance requirements in history should be for the universities involved. Another was what system of admission universities and colleges should adopt. The most interesting problem, however, was the problem of deciding just what constituted a college and what constituted a secondary school. Mr. Davis says that "Consideration of what constitutes a college and what a secondary school called for classification of functions." Perhaps we still have not solved this problem. Other problems soon arose, including a separation of the duties of boards of education and of superintendents of schools; the curriculum; and so forth. At first, the work of the Association was advisory and no school was required in any way to adhere to the Association's recommendations.

It was soon found necessary to provide for the first commission of the Association. It was known as the Commission on Accredited Schools and consisted of twelve members appointed by the president of the Association. From this Commission sprang the Committee on High School Inspection which, as Mr. Davis says, "struck out in a bold and adventurous manner." It recommended that schools should be inspected and accredited and that definite standards be set up for accrediting. In 1902, the Committee of Inspectors was named the Board of Inspectors, which in 1916, became the Commission on Secondary Schools. If

<sup>1</sup> This account of Mr. Fisher's address is based on the stenotypist's notes. Mr. Fisher spoke without manuscript.—EDITOR

<sup>2</sup> See Item VI, "Publications of the North Central Association," in this issue.—EDITOR



accrediting as a main function of the Commission on Secondary Schools can no longer provide the only kind of leadership that the North Central Association should offer, what then should be the next step?

Since accrediting is inextricably part of the Commission on Secondary Schools and since accrediting carries with it authority, I should like first to examine the basis of this authority in a democratic culture. In a democracy, there are several sources of authority. The statutes which we, the people, have written are legal expressions of our endeavor to regulate our conduct, our behavior, and even our attitudes. Contrary to the idea held by some people our statutes are not the supreme nor the exclusive sources of authority in a democracy even though they be most significant sources. Statutes represent authority formalized by the people. The sources of all authority in a democracy, therefore, rest with the people—the governed, not the governing.

The North Central Association has been called an extra-legal organization. This is true, but in no way does it detract from the significance or the influence of the organization; instead, it enhances it.

Voluntary organizations hold a high place in the contributions made to the successful history of our country. Many of the statutes of the several states have resulted from study and work towards certain goals of well-established voluntary organizations. We in America are a people who like to belong to organizations so that we not only can enjoy the companionship of people who have similar interests to ours, but because we have a desire to improve ourselves by affiliating with others who can help us achieve improvement. Voluntary organizations offer the means for cooperatively set-

ting standards for ourselves and of approving acceptable forms of behavior of a democratic citizenry. The North Central Association is such a voluntary organization. It is made up of member secondary and higher institutions and not of individuals, except as those individuals officially represent member institutions or fill official positions by election or appointment.

From the time of the conception and organization of the North Central Association almost until the close of World War II, the laity expressed very little direct interest in public education and related organizations. The authority of the expert, who in this case is the professional educator, was almost universally accepted without question, particularly in the Middle West, during that time. State universities and State Departments of Education inspected schools, laid down ultimatums, and so forth, with little, if any, reaction from the people of the local school district involved. The North Central Association not unlike other educational organizations, operated very much as a group of individual educators rather than an organization of member institutions and very little question about this procedure was ever raised by lay persons.

World War II taught people many things, one of which was that educational institutions can be one of the most powerful instruments for influencing the attitudes and behavior of people. Hitler and Mussolini revealed this to the world. People began to realize the power and influence of formal education. At the close of World War II, with spiraling inflation and greatly increased taxation for public schools and for government in general, people became directly concerned about public education, perhaps for the first time in the history of our democracy. They began to ask questions. They wanted to know what kind of boys and

girls professional educators were attempting to develop. They wanted to know whether the high taxes which they were paying were being used properly and efficiently. Then came our apprehensions concerning conflicting ideologies, including Communism, and after having seen Hitler's successful program of indoctrinating an ideology through formal education, people wanted to know whether the schools in America were indoctrinating their children with ideas adverse to the welfare of democracy.

Professional educators, I fear, not having been accustomed to dealing with lay people about such a matter, found that their public-relations programs were primarily involved with showing off the schools through athletics, music, and so forth. Therefore they did not know how to cope with the problem effectively. The school had been on the hill for so long that we did not know how to react when the town also moved up the hill. We were accused of being smug, and perhaps we were. For the first time in our history, the citizens were exercising the authority vested in them with respect to their schools. No longer, in most states at least, can even a friendly visitor from a State Department of Education or from a State University come into a community and say, "This shall be done" and it is done. People want to know why, and some even ask, "Who is he to come into our community and tell us what we should do with respect to our schools?" People have a right to ask such a question. It then becomes our duty as educators to conduct ourselves accordingly, because the ultimate authority rests with the people. People do, however, recognize the authority of the expert, the professional educator. The professional educator, however, must exert this authority in a different manner from that of ten,

fifteen, or twenty years ago. He must behave as a participant in a group which is seeking to arrive at common goals and to devise the means of achieving them.

How then does the North Central Association fit into this situation? In my opinion, it fits more naturally and more easily than it did fifty years ago. People want good schools. The man on the street will be likely to set higher standards for an educational program than some educators. People are willing to be governed by regulations which uphold high standards, but they want to participate in the formulation of such standards. Putting it another way: People resent standards if they have not participated in their formulation and if they do not understand the reasons for particular standards.

It is true that accrediting involves the setting and maintaining of standards. Standards with respect to accrediting, however, usually represent floors rather than goals—the minimum. Standards set cooperatively by persons concerned in a situation unrelated to accrediting usually represent goals rather than floors.

The North Central Association, being a voluntary organization of member institutions, should include, at the local level particularly, all of the persons officially connected with the member institutions. Local Boards of Education have been designated as the controlling bodies of the schools within legally constituted school districts. People elect or appoint the governing boards of member institutions. People invest these boards with delegated authority. Thus, for a school to gain membership in the Association, the Board of Education, exercising such authority, through the school executive expresses a desire for such an affiliation.

It should be pointed out that the



North Central Association has no standards for admission or for continued membership except those which the representatives of member institutions have set up. Presumably the administrative official of the Board of Education, who in most cases is the superintendent, has participated in setting these standards. Although it is assumed that this administrative official represents his governing board in his participation in the affairs of the Association, it has been found in too many cases that the board has been quite unaware of the character of such participation.

People are interested to a greater extent than ever before in standards of quality in public education. The North Central Association provides the means for them and their professional educators to cooperatively set standards of quality. Actually, the only authority which the North Central Association has is the authority of the local officials of member schools, and this authority, in turn, is derived from local Boards of Education.

In Illinois, we feel that we have recognized this fact and have set up machinery to bring representatives of the people into the deliberations of the Association in that state. The Illinois School Board Association appoints to the Illinois State Committee five board members. These members attend the meetings of the Illinois State Committee and participate in all of its deliberations. A determined effort has been made to encourage administrators to include their Boards of Education in their dealings with standards already adopted or proposed by the Association.

It would seem feasible for all State Committees to include members of Boards of Education. It is even more remotely conceivable that the Com-

mission on Secondary Schools itself may some day include some members of Boards of Education<sup>1</sup> from each of the nineteen states in its membership. In my opinion, this is going to become absolutely necessary when it is recognized that the authority of the Association is derived from member institutions and that the authority of each member institution comes, in turn, from the people through the Board of Education.

In closing, may I ask where in American education is there any greater opportunity than that provided by a voluntary organization such as the North Central Association to systematically bring together professional educators and lay persons for the purpose of setting standards of quality for themselves and the institutions which they represent? Where in our way of life can a more democratic means be found for devising a systematic structure for such a cooperative enterprise? If we capitalize this opportunity, in my opinion, the North Central Association in general, and the Commission on Secondary Schools in particular, can become one of the greatest driving forces in the Middle West for the systematic and cooperative improvement of education. Should we not find joy in being part of such an enterprise? Should we not find satisfaction in working side by side with our neighbors and our friends, who happen to be in professions other than our own, in formulating means for the improvement of one of the greatest instruments of democracy—education?

I have faith that the North Central Association and the Commission on Secondary Schools will continue to assume not only an appropriate, but an influential and enthusiastic, role in such an undertaking.

GEORGE E. CARROTHERS, *Professor Emeritus of Education,  
University of Michigan, Ann Arbor, Michigan*

# Early Beginnings of the Cooperative Study of Secondary School Standards<sup>1</sup>

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THE EVALUATIVE CRITERIA of the Cooperative Study of Secondary School Standards and other materials developed by that Study are being used in thousands of high schools across the country, by tens of thousands of teachers and principals for the benefit of hundreds of thousands of teen-age boys and girls. Also these Criteria have been adapted to educational situations both above and below the secondary school level so that their usefulness is being felt in both junior colleges and elementary schools. This exceptionally widespread interest in the Criteria and other materials produced by the Study frequently leads to inquiries as to how such an extensive research project got underway. Recently several letters of inquiry, even from distant parts of the United States and from other countries as well, have come to the writer who was the chairman of the general com-

mittee of the Study for the first seventeen years of its existence.

The Evaluative Criteria are the standards developed, printed, and distributed by the Study for the two-fold purpose, (1) to help high schools organize better programs of education for all children enrolled, and (2) to provide measuring instruments for use by accrediting associations in determining which schools are entitled to recognition. These are extensive standards of a useful nature, covering every phase of both public and non-public secondary schools. They include criteria or standards on General Procedure, Pupil Population and School Community (sixteen sub-headings), Educational Needs of Youth (ten sub-headings), criteria or standards for each of the sixteen separate areas of teaching and learning, and standards for the School Plant. These Evaluative Criteria, general and suggestive rather than narrow and mandatory, are of genuine use to teachers and administrators who want to develop efficient schools to meet the needs of all boys and girls.

Apparently the brief statement of the organization of the Study contained in the 1939 *General Report* does not fully satisfy some of today's active users of the Evaluative Criteria. In-

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<sup>1</sup> NOTE: In 1933 the Cooperative Study of Secondary School Standards got under way. As the author of this article makes clear, it is a continuing project. For the first seventeen years, he was the chairman of the General Committee which directed the Study. The influence of the Evaluative Criteria which emerged from the Study is unquestioned. Thus after twenty-one years, a period marked by the continuing revision of the Criteria under experimental conditions, this authentic account of the early years of the Study is an important contribution to its history.—EDITOR



quiries continue to come in about the agencies, the interests, and the men who started the ball rolling which has now become almost an educational avalanche. In a reply to a recent inquiry from a professor of secondary education in California, a somewhat detailed explanation was prepared covering the early beginnings of the Study. The desire was to give that college teacher a few details of those early days, apparently for use with his students. The following paragraphs are based quite largely upon that letter and are given here for the information of other inquirers scattered widely over the many areas in which the Evaluative Criteria are being applied.

The first thing to be said is that many forces were working independently in different parts of the country in the early 1930's toward the improvement of education, specially on the secondary and higher education levels. The Commission on Colleges and Universities of the North Central Association had just about completed its study of higher education.<sup>1</sup> The results of this study, which were then being used in the evaluating of colleges, were stirring up concern for improved standards for use by the Commission on Secondary Schools in its work with secondary schools. Administrators of the high schools were becoming a bit restless as their schools continued to be measured and evaluated by the same narrow standards devised for use a generation earlier, which had been written to fit a situation existing prior to the large influx of high school pupils all over the country. The reader will recall that by the thirties these schools had greatly expanded their curriculums, their facilities, and their staffs.

Enrollments had more than doubled, and the schools were attempting to meet the needs of *all* boys and girls, and not just those "destined" to go to liberal arts colleges. Yet the same limited standards were still being used to measure these "new" schools, and supposedly to help improve education at the secondary-school level. The educational unrest was beginning to show in several ways and in a good many places.

The National Survey of Secondary Education, a questionnaire study directed by Dr. Leonard V. Koos, of the University of Chicago, for the United States Office of Education, had been completed and stored away on government shelves ready for distribution to any and all inquirers. Yet not a very large number of school men asked for the publications, and it appeared that the Office of Education was loath to make any extensive effort to promote their use. Thus many of the volumes remained in storage in Washington. In an attempt to learn something about the extent to which the findings of the National Survey of Secondary Education were being used in Michigan, the Bureau of Cooperation with Educational Institutions of the University of Michigan sent an inquiry to the more than six-hundred high schools in that state. We were greatly surprised to learn that only a few of the administrators of the secondary schools, both public and non-public, had ever heard of the Survey. Possibly the Office of Education, a Government agency, was reluctant to carry on an information-promotion program in regard to it. Anyway, the Survey did not seem to bring many changes in high schools or in the professional teaching of secondary education at the college level. Yet it did arouse an increased interest in the possibilities for improvement in that field of educational endeavor.

<sup>1</sup> See *Revised Manual of Accrediting*, Office of the Secretary, Commission on Colleges and University, North Central Association, 5835 Kimbark Avenue, Chicago 37, Illinois.—EDITOR

Several other avenues of interest also were beginning to be manifest. The time seemed to be about ripe for a scientific study in the high school area. Apparently, then, just at that time the North Central Association was fortunate in initiating the study reported in these pages.

No one person or agency was responsible for starting, organizing, and carrying on the extensive project which came to be known as the Cooperative Study of Secondary School Standards—no more than Lindbergh was responsible for inaugurating non-stop flights to Europe. Prior to his historic venture, many persons had been interested in flying and in endurance flights. The internal combustion engine was being perfected, thousands of boys and men were experimenting with the making of better airplanes, and scores of individuals were undertaking ever longer and longer flights, some of whom disappeared in the waters between America and Europe. Each enthusiastic, air-minded adventurer helped a little. A non-stop flight to Europe was about due. Then it happened! Lindbergh, with the special assistance of his friends in St. Louis and other well wishers, selected and moulded together the several resources and elements out of the total picture and started a flight across the ocean. He so organized and united all these "helps" that his flight ended in success. But he did not do it alone. J. B. Thomas, a friend of mine, speaking as if he were Lindbergh, wrote a poem entitled "WE" from which the following lines are taken:

Langley and Wright flew with  
me that night—  
All of the great past-masters  
of flight—  
No lone flier was I,  
Scorning the threat of the sea,  
'Twas the fellowship of the sky  
That sped; not I, but We.

And thus it was with the Coopera-

tive Study. Many persons should be credited with getting the study started. Many correspondents have referred to the writer as "the early leader," and it can be said that he was somewhat responsible for the real "kickoff." We of the North Central Association did help to organize and draw the many forces together which resulted in the launching of this Study. Its importance is attested by the opinions of students of education throughout the land who hold that it has had more to do with the advancement of secondary education than any other happening since the famous Cooley decision in the Kalamazoo Case of 1872. Since the writer did have a central part in the starting of the work, he may be pardoned for quoting, let's hope with modesty, a few assertions even though overdrawn, from a letter written some time ago by one of the most capable and most active workers<sup>1</sup> in the Cooperative Study movement:

The Commission on Secondary Schools of the North Central Association has always been an active group, but I am definitely convinced that a real ferment took place when you became chairman. You had the wisdom and the courage to put into operation an improvement which had been gradually coming into the open and about which nothing had been done. Under less capable hands the revision of our standards might have become a purely local affair. To you must be given the credit for realizing that the movement for improving standards was national in scope. To you must go the credit, the sole credit, for the initiation and the organization of the Cooperative Study of Secondary School Standards. . . . What has happened in the last seventeen years in the program of evaluating secondary schools is an enduring monument to you and your leadership.

The first organized effort toward a planned study came in 1933 at the annual meeting of the North Central Association of Colleges and Secondary Schools in Chicago. At that time the

<sup>1</sup> Dr. Carl G. F. Franzén, Professor of Education, Indiana University, Bloomington, Indiana.



writer was somewhat disturbed because the high school at Bad Axe, Michigan, was about to be warned for violating the standard requiring every teacher to have at least five hours of college work in each individual subject he was teaching. A teacher in that school was teaching general science even though he had not taken any college courses in the subject. He had had, as the writer recalls it, botany, zoology, chemistry, physics, and possibly other specific sciences, yet he did not technically meet the stated requirement. The school, even though a good school in many ways, was to be penalized, whereupon the writer made a speech about the need for better, broader "measuring rods" or standards if the North Central Association were to be of most help to secondary schools. The Commission on Secondary Schools then elected the speaker chairman of the Commission for the following year, with the understanding that we would see what could be done with the stereotyped standards then in use. (Results as usual: make a speech and they give you a job to do.)

The twenty state chairmen were designated a committee to see whether a start could be made. Five men were selected as the active committee: Dr. Carl G. F. Franzén, of Indiana University; Mr. J. T. Giles, of the State Department of Public Instruction, Wisconsin; Mr. M. R. Owens, State Department of Education, Arkansas; Mr. A. A. Reed, University of Nebraska; and the writer, *chairman*. Several meetings were held before the Association, then in session, adjourned. Plans were made for getting the study underway. The Association allotted \$1,000 as a small sum with which the committee could start operations. Agreement was reached that a research worker should be secured and that the study should be started at once. The

chairman agreed to set aside space in the offices of the Bureau of Cooperation with Educational Institutions, of which he was director, at the University of Michigan in Ann Arbor. Dr. Orie I. Frederick, who is now Professor of Education and Director of Research at Western Michigan College of Education, Kalamazoo, Michigan, was employed as the research worker and a study of pertinent literature in the secondary field was begun. The extensive library at the University of Michigan was readily accessible and the services of the office secretaries of the chairman were made available on a part-time basis; thus the Study was soon off to a good start.

The other four members of the committee continued to make suggestions as we kept in touch with one another during the spring months of 1933. It was decided that the committee should meet again for further planning on July 3, 1933, in Chicago. Meantime the chairman decided to make a trip to Akron, Ohio, to talk with Dr. George F. Zook, President of the University of Akron, who had had much to do with the study of higher education by the North Central Association, and who was United States Commissioner of Education-elect. From that first meeting in Akron until his untimely death in 1951, Dr. Zook was of great help to the Study. Without his assistance the members would never have been able to accomplish what they have done. Also it should not be forgotten that when Dr. Zook as Commissioner of Education loaned Mr. Carl A. Jessen to the Study on a part-time basis, as an advisory member and secretary, he made another large contribution. Mr. Jessen has been a most understanding, effective, hard working member of the group throughout its entire existence. He deserves more credit than can ever be given to him.

Each of the five members of the committee was to make contact with other men interested in secondary education. The chairman was especially asked to write Dr. Joseph Roemer, of the Southern Association of Colleges and Secondary Schools, and Dr. E. D. Grizzell, of the Middle States Association of Colleges and Secondary Schools, both of whom were and still are greatly interested in secondary education. The North Central Association wanted to avail itself of the training and the interested experience of these two nationally known men in planning the Study. All three of these busy individuals, Dr. Zook, Dr. Roemer, and Dr. Grizzell, met with us on July 3, 1933, at the Stevens Hotel in Chicago, as consultants. The forenoon session of that meeting was very interesting, and by the time we had recessed for lunch it was clear that both Roemer and Grizzell wanted to have their respective Associations join in the Study. The uniting of the three largest and best known of the accrediting agencies would make it possible to accomplish much more. Not only would it spread the work out to many more high schools, but it would also increase the chances of obtaining funds for the research work. So, we went to lunch united in our desire to get together.

Back at the Stevens Hotel at one o'clock the interest was running high. We were delighted with the sponsorship of Dr. Zook, one of the truly great leaders in education in this country. We deferred to him, yet each one played his part. During the afternoon discussion we learned that the National Committee on Research in Secondary Education, a small and rather active group, had already considered the possibility of a study of high schools. Other interested groups were also mentioned. Before the afternoon session closed we had agreed to make an at-

tempt to secure the cooperation of all six regional associations. Dr. Zook was soon to take office as Commissioner of Education. He agreed that, once he had taken over, he would send out a call for a meeting of representatives of all of the regional associations. That would be still better than having just the three. We could then present a national appeal for funds.

Soon after he became the Commissioner of Education, Dr. Zook did send out the call. On August 17, 1933, the group met in the Office of Education in the old Hurley-Wright Building in Washington, D. C. All six regional associations had indicated an interest in a study of high school education, and four of them sent representatives. The meeting on that seventeenth of August got under way promptly with Dr. Zook as chairman, even though we were having the hottest weather many of us had ever experienced. By noon we were making a good start, and all were encouraged. Then Dr. Zook threw a bombshell into the discussions. He announced that he had too many things to look after in his new position, and that after we returned from lunch it would be necessary for the group to elect another chairman. What a wrench in our plans! We had been counting on him to be the leader of the Study. We went to lunch and to some very serious discussion. The Study had now taken on national proportions and we had no thought of abandoning it despite the loss of Dr. Zook's active leadership.

At the afternoon session the writer was elected chairman of the research group, which came to be called the General Committee. With that part of the organization out of the way, the work of further planning and organizing began in earnest despite the 100-plus temperature.

Many perplexing problems confronted the Committee from its incep-



tion. One of the more serious was that of setting up representation from each of the six regional associations. Equal representation, so far as numbers was concerned, seemed hardly possible. Already five men had been selected by the North Central Association and designated as the committee to carry on a study for that organization. Five men had been selected by Dr. Roemer to represent, at least for the time being, the Southern Association of Colleges and Secondary Schools. A like number of men had been suggested by Dr. Grizzell to represent the Middle States Association of Colleges and Secondary Schools. Commissioner Zook had invited men from the other three regional associations, the New England Association of Colleges and Secondary Schools (present name), the Northwest Association of Secondary and Higher Schools, and the Western Association of Colleges and Secondary Schools (present name), to meet with the other men in his office to help plan the Study on a national scale.

It was felt that a rather large group was needed so that the entire country would be adequately represented and every angle and phase of the total problem would receive attention. Also, it was realized that a large group made up of representatives from various parts of the country and with varied interests, would carry weight in the securing of funds for the extensive operations yet to be planned. Furthermore, this large group drawn from many sections would be of great assistance at a later date in promoting the use of any standards which might be developed. The men who were trying to lead in this new undertaking were not unmindful of the very limited use frequently made of the findings of research projects, and this situation they specially wanted to avoid. In this regard they wanted this Study to be

exceptional. They were even then quite conscious of the fact that only small use was being made of the results of the National Study of Secondary Education, so recently completed by the Office of Education at government expense.

The writer is convinced that each of us had a deep-seated desire to have the high schools and the colleges of education make use of any worthwhile findings which might grow out of our Study. We needed wide representation. Yet, a large group scattered from New England to the South, to the Middle-west, the Northwest, and West, would be unwieldy in carrying on operations. It would also be expensive to call together. The decision was finally reached to have five representatives from each of the three larger associations, the North Central, the Southern, and the Middle States; and two each from the New England, the Northwest, and the Western—a total of twenty-one active members of the General Committee. It was also decided to invite a small number of well-known, widely-experienced educators to become advisory members. We were quite serious in our desire to produce "measuring rods" or materials which could be of genuine assistance to men and women interested in improving secondary education. The first group of advisory members consisted of Messrs. E. J. Ashbaugh, Miami University, Oxford, Ohio; D. H. Gardner, University of Akron, Akron, Ohio; Carl A. Jessen, United States Office of Education, Washington, D. C.; W. J. McGuken, St. Louis University, St. Louis, Missouri; S. D. Shankland, National Education Association, Washington, D. C.; and George F. Zook, Commissioner of Education, Washington D. C. Other advisory members were invited at later dates to help the General Committee in its research activities.

The above decisions in regard to representation from each regional association and the selection of men to be invited as advisory members appeared to have the unanimous approval of the members of the General Committee, and of Commissioner Zook when presented to him later. Still to be solved was the problem of successfully carrying on the various activities with dispatch and a minimum expenditure of time and money. The decision was finally reached to select out of the total membership of the General Committee a smaller group of nine to be known as the Executive Committee which would carry on the actual day by day work of securing funds, planning research activities, employing the staff, and carrying forward the entire program to a successful conclusion.

To facilitate operations still further, an Administrative Committee of three was decided on to look after details of operation and to make essential decisions when the larger committees were not in session. The organization as finally agreed on was as follows:

A General Committee of twenty-one representatives of the regional Associations, plus six advisory members, with the writer as chairman.

An Executive Committee of nine members, with E. D. Grizzell, University of Pennsylvania, as chairman.

An Administrative Committee of three, with Joseph Roemer, Peabody College as chairman. The chairmen of the General Committee and the Executive Committee served with Dr. Roemer as the Administrative Committee, of which Carl A. Jessen was secretary. In fact Mr. Jessen has been

secretary of all three committees throughout the twenty-one years of operation. He has also been responsible for handling most of the funds and a thousand and one other important matters essential to the success of the Study.

The work of the above-named committees during the 1930's resulted in the development of Evaluative Criteria which were used extensively during the forties throughout the country. A *General Report* was published in 1939, and the first edition of the Evaluative Criteria appeared in 1940. From the earliest beginnings of the nation wide study it was agreed that a revision should be made about every ten years. The Second Edition of the Evaluative Criteria was published in 1950. These Criteria are now being used to estimate and measure educational progress as well as to stimulate and point the way to further improvement. So extensively are they in use throughout the United States and some other countries that as many copies have been sold and distributed during the first four years of the 1950 Edition as during the entire ten years of the 1940 Edition.

From time to time the membership of the Committee has changed, some reorganizations have taken place, yet the work has gone forward with ever-increasing interest. Even now the active members of the Committee on the Cooperative Study of Secondary School Standards are planning a conference for the consideration of further changes, and the bringing out of a revised edition of the Evaluative Criteria in 1960.



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*Oak Park and River Forest (Illinois) High School*

# Report on Athletics Submitted to the Commission on Colleges and Universities, 1954<sup>1</sup>

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THIS REPORT has been prepared in order to provide a partial record of the activities of the Committee on Intercollegiate and Interscholastic Athletic Problems, an advisory committee created by the Executive Committee of the Association in June, 1951. Dean Emeritus J. B. Edmonson of the University of Michigan and Superintendent Eugene Youngert of the Oak Park and River Forest (Illinois) High School were chairman and secretary respectively of the Committee. The other members were Messrs. Norman Burns, the University of Chicago; Lowell Fisher, the University of Illinois; Manning Pattillo, Jr., the University of Chicago; and Glen O. Ream, Albuquerque, New Mexico, High School. The Committee served for two years, during the greater part of which they believed that abuses in intercollegiate athletics could be effectively eliminated because of the strong desire of many higher institutions to end bad practices, especially in recruiting and athletic scholarships. When the Committee resigned in July, 1953, the pros-

pects for athletic reforms were not so promising. This summary may prove helpful in planning future programs relating to intercollegiate athletics.

For many years the Commission on Colleges and Universities of the North Central Association has had a section in its "Manual of Accrediting" on intercollegiate athletics. By 1950 it had become increasingly clear that the athletic policy of the Commission was an ineffective means of preserving the educational worth of intercollegiate athletics. In that year the Commission considered proposed changes, but took no action. In 1951 the Commission requested the Executive Committee of the Association to appoint a committee on athletic problems. The Executive Committee named such a Committee with advisory responsibilities only and instructed it to be concerned with athletics at both the secondary and college levels.

Before recommending the need for new athletic policies, the Committee sought to determine the views of leaders in the secondary schools and higher institutions. To do this the Committee held an invitational conference in Chicago on December 1, 1951. Invitations were issued to seventy-five persons and seventy-two were in attendance. These persons represented

<sup>1</sup> This is historical, since the Committee on Intercollegiate and Interscholastic Athletic Problems, of which the late Dean Emeritus Edmonson was chairman, resigned in July, 1953. This report was submitted to the Commission on Colleges and Universities, March 24, 1954, in Chicago.—EDITOR

influential national educational groups, college executives, officials of athletic conferences, and officials of the North Central Association and three of the other regional accrediting associations. The Presidents' Committee on Athletics of the American Council on Education was also represented. Strong support was given at the conference to the proposal that threats to clean athletics must be vigorously attacked and the regional accrediting agencies were challenged to use their power to bring about improved conditions. There was much discussion of bad practices in intercollegiate athletics as they affect the secondary schools, and it was agreed that such practices have a corrupting influence there. The Committee on Athletic Problems interpreted the sentiment of the Conference to be unusually favorable to an immediate and aggressive effort to eliminate harmful athletic policies and practices.

Following the Conference of December 1, 1951, the Committee on Athletics recommended that the Commission on Colleges and Universities reformulate its athletic criteria and place greater weight on them in the appraisal of higher institutions. The Commission thereupon drew up revised athletic criteria, which were adopted unanimously. These were subsequently ratified by the Executive Committee and by the delegates of the member institutions of the Association.

The new athletic criteria aroused much concern on the part of a few member higher institutions. The criteria that seem to disturb them may be summarized as follows:

1. Special efforts to recruit students primarily because of athletic prowess are condemned as "unworthy" of an institution of higher education.
2. The subsidization of athletes as athletes is strongly disapproved; especially, athletic scholarships and "free rides" through college.

3. Outside organizations or clubs that engage in athletic recruitment or subsidization for a college are disapproved.
4. Athletes are expected to meet the same academic requirements as other students and are expected to make normal progress toward degrees or diplomas in order to be eligible.

The foregoing were intended to strike at the more threatening abuses in college athletics, all of which had been severely denounced by many college executives as well as by the National Association of Secondary School Principals at its annual meeting in 1952.

The new athletic criteria became effective on September 1, 1952, and the Executive Committee of the Association instructed its Committee on Athletics to formulate plans for securing their acceptance by member institutions. An effort was made to develop public opinion favorable to clean athletics, with emphasis on educational values. Support was sought from sports writers, intercollegiate conferences, and the National Collegiate Athletic Association.

Several articles on the Association's policies were published in *THE QUARTERLY* and copies of the criteria were widely distributed. All of the intercollegiate athletic conferences were urged to revise their requirements to conform with the new athletic criteria. To stimulate interest in the new criteria a study of the purposes of college athletic programs was initiated, the results of which will appear in an early issue of *THE QUARTERLY*.<sup>1</sup> The reactions of many member institutions were highly encouraging.

In October, 1952, the Committee on Athletic Problems declared that the coming year would doubtless be a

<sup>1</sup> See "A Survey of the Athletic Purposes of Colleges in the North Central Association," by Elmer D. Mitchell, in *THE QUARTERLY* for April, 1954, pp. 370-78.—EDITOR



crucial one in the field of intercollegiate athletics. It was feared that certain influences might attempt to discredit the high requirements of the North Central Association. It was believed, however, that the North Central Association would be successful in its firm stand against inferior standards, low ideals, and unworthy practices in intercollegiate athletics and would secure the adoption of a sound conception of the role of athletics in higher education.

At the meeting of the North Central Association in March, 1953, an interpretation of the criterion relating to athletic subsidization was adopted in response to requests for clarification. At this meeting, two member institutions were warned of the possibility of the withdrawal of accreditation unless certain bad athletic conditions were corrected. News of this action was widely circulated and aroused much discussion. Some executives of the larger higher institutions became alarmed and some of these met in Chicago on April 27, 1953. Dr. Norman Burns secretary of the Commission of Higher Institutions, was invited to explain the new athletic criteria and the enforcement policies. At this meeting a statement was adopted demanding that the Association suspend its enforcement of the athletic criteria relating to athletic scholarships, which statement was immediately released to the newspapers of Chicago. It was also rumored that some of the larger institutions might withdraw from the Association unless their wishes were granted. In replying to the protest, the officials of the Association declared under date of May 1, 1953:

Nine of the twenty-seven institutions represented by the signatures to your telegram were also represented in the Commission which adopted these criteria. These criteria, representing a revised athletic policy, were adopted by the Association at its annual meeting in March, 1952, with only one dissenting vote. The purpose of the Association in adopting the criteria was

to bring about an improvement in athletic practices in educational institutions. The Association makes no claim that these criteria are perfect, but it may be pertinent to observe that they have met with the approval not only of educators, but also of many sports writers, editors, and much of the public.

On June 12, 1953, the Executive Committee of the Association and the Committee on Athletics conferred and the following communication was sent to the member colleges of the Association:

At its meeting on June 12, 1953, the Commission on Colleges and Universities unanimously passed the following recommendations relative to the Commission's policy on intercollegiate athletics:

1. That the American Council on Education recommendation Number V (copy attached), as proposed and recommended for acceptance by twenty-seven members of the North Central Association, become the basis for immediate study and consideration by a committee of the Commission on Colleges and Universities as a possible substitute for or for combination with Criterion F of the N.C.A. intercollegiate athletic policy (copy enclosed) so that a restatement of athletic policy may be submitted to a vote of all college and university members.

2. That, pending the results of this study and the referendum to be taken at or before the Annual Meeting of 1954, the American Council on Education recommendation Number V be used as a minimum basis for the interpretation of Criterion F (athletic subsidization).

3. That the President of the North Central Association request the other regional accrediting associations to appoint representatives to confer with the North Central Association committee referred to in (1) above on problems of intercollegiate athletics.

These recommendations were approved by the Executive Committee of the Association at its meeting on June 26-27, 1953.

After reviewing the three years since the Committee on Athletic Problems was appointed by the Executive Committee the following observations seem justified:

1. The Commission on Colleges and Universities was fully justified in adopting the new athletic criteria in March, 1952.

2. There was and remains strong support for the athletic criteria on the part of most of the

junior colleges, church related colleges, and teachers colleges. We were outmaneuvered by an influential minority—temporarily, it is hoped.

3. The new athletic criteria have the strong support of the secondary schools.

4. In the opinion of the authors of this statement, while it is doubtless true that only a few member institutions tolerate serious violations of good athletic standards, the current criticisms reflect unfavorably on all colleges and universities—the guilty and the non-guilty. The misunderstandings with a few of the member institutions might have been averted if more attention had been given to the following means of building support for the new athletic criteria:

1) More meetings should have been held with the stronger athletic conferences and the presidents of the member institutions prior to the annual meeting of the Association of 1953.

2) A less drastic policy of "special weight on the athletic criteria" might well have been adopted, especially in light of the increased responsibilities of the Association in accreditation.

3) A more gradual introduction of vigorous enforcement procedures might have been expedient.

4) Less publicity to the Commission's actions effecting two violators of the new athletic criteria might have been more expedient.

Our Committee resigned in July, 1953, and recommended that a new committee be named, with clearly specified duties. This new Committee is a creature of the Commission on Colleges and Universities. Its members are: Professor Ralph W. Aigler, Law School, University of Michigan, *Chair-*

*man*; President John T. Caldwell, University of Arkansas; Mr. George Clark, Director of Athletics, University of Nebraska; Mr. G. E. Gauthier, Director of Athletics, Ohio Wesleyan University; President Frederick L. Hovde, Purdue University; President William R. Ross, Colorado State College of Education; President S. N. Stevens, Grinnell College; President Irvin Stewart, West Virginia University; President W. Fred Totten, Flint Junior College; President Oliver S. Willham, Oklahoma A. and M. College; Principal C. P. Woodruff, Senior High School Elkhart, Indiana; Principal Eugene Youngert, Oak Park and River Forest High School, Oak Park, Illinois.

It is the belief of the writers that the Association will lose the good will of many of its members if a few higher institutions are permitted to delay the Association's efforts to end bad practices in intercollegiate athletics. It is the hope of the writers that the present period of suspension of enforcement of the athletic criteria will be short and that the Commission will quickly renew its intention to support strongly the efforts of the new Intercollegiate Athletics Committee to restore intercollegiate athletics to its rightful place in education, with full account taken of past mistakes.



## Report of the Committee on Athletics<sup>1</sup>

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IT IS UNNECESSARY to do more than remind the members of the Association that it adopted a revised set of athletic criteria, effective as of September 1, 1952, according to which member institutions would be judged. Though without intent to dismiss other criteria they adopted as unimportant, attention is directed specially to those dealing with the two most troublesome problems in intercollegiate athletics, the often referred to "twin evils," recruiting and subsidizing of athletes.

*Criterion D* dealing with the first of these reads as follows:

The athletic teams of an institution should be composed of bona fide students who were attracted to the institution by its educational program. Special efforts to recruit students of athletic prowess for the primary purpose of developing winning athletic teams are unworthy of an institution of higher education.

*Criterion F* deals with subsidization. It is as follows:

Since colleges and universities exist to educate students, and not to sponsor athletic contests nor entertain the public, the subsidization of athletes as athletes is disapproved. By this statement the Commission means quite literally that the possible contribution a student can make to the winning of athletic contests should not be taken into consideration at all in the granting of financial aid of any kind. An institution will be expected to have a published announcement of the precise requirements for each type of financial aid available to its students.

The encouragement or condonation by an institution of outside organizations engaged in

the recruitment or subsidization of athletes is symptomatic of an unwholesome athletic situation. Where such an organization exists, the institution affected by the efforts of this organization will be expected to repudiate these efforts and to take effective steps to prevent relationships between its students and the organization.

In 1953, the Commission on Colleges and Universities published a "Statement and Interpretation of the Intercollegiate Athletic Policy of the North Central Association." In it is found an "elaboration of the criterion on subsidization" as adopted by the Commission in March, 1953. This elaboration reads as follows:

The criterion dealing with subsidization of athletics does not preclude the granting of financial aid to students who happen to be athletes. What it does say is that "the subsidization of athletes as athletes is disapproved . . . that the possible contribution a student can make to the winning of athletic contests should not be taken into consideration at all in the granting of financial aid of any kind."

This criterion, like all the criteria dealing with athletics, is based on the premise that higher institutions enrol students for the purpose of educating them. If programs of financial assistance are to be consistent with this purpose, they can have no other purpose than to encourage students of promise to secure the higher education they need for realizing their potential as persons and for making the contribution of which they are capable to society. The focal point is the student.

This is wholly different from the purchase of the services of a student who, because of athletic prowess, will contribute to the winning of athletic contests, thus bringing publicity to the institution. Where this situation obtains, the interests of the student are inevitably subordinated to the alleged interests of the institution.

<sup>1</sup> Presented to the Commission on Colleges and Universities, March 23, 1954.—EDITOR

This, the North Central Association maintains, is wholly inconsistent with the purposes of an institution of higher education. The services of those who are to carry on the public relations and promotional activities of an institution should be purchased in the open market at the prevailing price. These activities are not to be confused with the education of students.

The important distinction, then, between an acceptable program of student financial aid and an unacceptable program is one of institutional intention. It is true that intentions are difficult to determine. Nonetheless, it is important to keep in mind in this connection that the Association proposes to evaluate programs of intercollegiate athletics in terms of the extent to which the total athletic situation is in accord with the conception of the role of intercollegiate athletics held by the Association. Where the intention of an institution is to purchase winning teams rather than to assist worthy students in securing an education, this will certainly be revealed by an examination of the total situation, utilizing all the criteria as guides in making the appraisal.

At about the time this elaboration was announced, it became obvious that in many quarters in the Association area there were vigorous criticisms and objections to the criteria. Taking cognizance of this unrest, a meeting, primarily of presidents of member institutions, was arranged. In that meeting the criticisms were reiterated and attention was frequently directed to the recently promulgated set of athletic standards by the American Council on Education.

In the areas of recruiting and subsidizing the Council's Standards are as follows:

VIII. All institutions make efforts to attract students of the type and quality best adapted to profit from the academic programs offered. Such efforts, if properly conducted, are valuable, since they give prospective students pertinent information about various institutions in which they may be interested. It is essential, however, that the abuses of recruiting athletes be eliminated.

A. No member of the athletic staff or other representative of athletic interests should be permitted to offer financial or equivalent inducements to any prospective student; nor should any

other person or group of persons, outside or inside the institution, be permitted to do so, except those members of the faculty and staff specifically authorized to award scholarships and grants-in-aid to all students.

B. No institution should conduct, or permit to be conducted in its name or in its behalf, any program at which prospective students display their abilities in any branch of athletics. This prohibition applies specifically to practice sessions or tests and to all-star games in which players are recruited from secondary school teams.

C. No institution should pay the traveling expenses of any prospective student to visit its campus or to take a trip with any of its athletic teams, nor should it permit entertainment of athletes in excess of that offered other prospective students visiting the campus.

V. American colleges and universities have historically striven to make educational opportunity available to all worthy students, without regard to economic status. To that end, every institution should make continued efforts to increase the number of available scholarships and grants-in-aid for students of unquestioned academic ability who are in need of financial help. These scholarship funds are doors to educational opportunity. As such they constitute a trust, to be administered in ways consistent with a college's educational objectives for the benefit of young men and women of outstanding ability and promise.

A. The first essential in combatting proselyting and subsidization of athletes is to require that all financial aid to any student, in money or in kind, except that which comes from his own family, be administered by the institution under procedures established for administering scholarships and grants-in-aid to all students. Alumni groups, civic organizations, and individuals may be encouraged to contribute funds for the support of worthy students, but each institution should require that all such funds be deposited with the institution for disbursal and control under published policies.

B. Institutions should award and renew all scholarships and grants-in-aid to students on the fundamental basis of demonstrated academic ability and economic need. Promise of superior performance in extracurricular activities, including athletics, may be one of



the factors considered in awarding scholarships and grants-in-aid. It should never be the sole factor or even the primary one. *Athletes holding scholarships or grants-in-aid should be required to meet the same standards of academic performance and economic need as are required of all other recipients.*

- C. Reiterating the importance of graduating stipends to individual need, the Committee believes and recommends that any scholarship, grant-in-aid, or combination of financial awards for undergraduate students should be limited, both in amount and in time, to the student's actual educational expenses for tuition, fees, room, board, and books incurred during his first four undergraduate years.
- D. The Committee believes and recommends that no award should be conditioned by agreement on the part of the student to participate in athletics or any other extracurricular activity. No award should be withdrawn for reasons other than failure to meet the same conditions of scholarship and need as those under which the award was initially made.
- E. If the athlete meets his expenses wholly or in part from employment, it is essential that he, like every other student, be required to give an honest hour of work for every hour's wage.
- F. Whatever policies may be adopted, the Committee recommends that each institution publish an accurate statement of the qualifications for each available type of scholarship and grant-in-aid.
- G. The Committee also recommends that each institution be held strictly accountable for adhering in practice to its published statement of policy regarding qualifications for scholarships and grants-in-aid, including their renewal. Furthermore, the Committee believes that the conditions of each award should be stated in writing to the student when the award is made, and that the institution should be held strictly accountable for adhering to those conditions.

The sharp difference between Criterion F of the North Central, dealing with subsidization, and Standard V, particularly paragraph B, dealing with

the same problem, was emphasized. The divergence between the two statements was observed to be even greater when the A.C.E. standard is read in the light of the official interpretation placed on the words, "demonstrated academic ability." Such ability is by them deemed to be "demonstrated" by admission to college.

At that meeting of presidents the overwhelming sense was that, considering all factors, including the practicalities, the A.C.E. Standard, providing the interpretation of "demonstrated academic ability" were "sharpened up," was to be preferred over Criterion F of the North Central.

It is interesting and, for reasons which will appear later, important to note that at the meeting to which reference has been made, a number of opinions were expressed to the effect that an organization such as the North Central, the primary concern of which is accreditation, should go slow in the athletic world. Some alarm was expressed that refusal to accredit or dis-accreditation, which is at least primarily academic in its consequences, should be visited upon an institution for athletic transgressions. The thought was that penalties for such transgressions should normally touch the offending institution on its athletic side.

With a report of that meeting before it, the Commission on Colleges and Universities, at its meeting of June 12, 1953, unanimously passed the following recommendations:

1. That the American Council on Education recommendation number V, as proposed and recommended for acceptance by twenty-seven members of the North Central Association, become the basis for immediate study and consideration by a committee of the Commission on Colleges and Universities as a possible substitute for or for combination with Criterion F of the N.C.A. intercollegiate athletic policy so that a restatement of athletic policy may be submitted to a vote of all college and university members of the Association,

2. That, pending the results of this study and the referendum to be taken at or before the Annual Meeting of 1954, the American Council on Education recommendation number V be used as a minimum basis for the interpretation of Criterion F.

3. That the President of the North Central Association request the other regional accrediting associations to appoint representatives to confer with the North Central Association committee referred to in (1) above on problems of intercollegiate athletics.

Those recommendations were adopted by the Executive Committee at its meeting on June 26-27, 1953.

The Committee thus provided for was subsequently appointed by the Commission. The members are:

- Professor Ralph W. Aigler, University of Michigan (Chairman)
- President John T. Caldwell, University of Arkansas
- Mr. George Clark, Director of Athletics, University of Nebraska
- Mr. G. E. Gauthier, Director of Athletics, Ohio Wesleyan University
- President Frederick L. Hovde, Purdue University
- President James A. McCain, Kansas State College
- President William R. Ross, Colorado State College of Education
- President S. N. Stevens, Grinnell College
- President Irvin Stewart, West Virginia University
- President W. Fred Totten, Flint Junior College
- President Oliver S. Willham, Oklahoma Agricultural and Mechanical College
- Mr. C. P. Woodruff, Principal, Senior High School, Elkhart, Indiana
- Dr. Eugene Youngert, Superintendent, Oak Park and River Forest High School.

President McCain has recently notified the committee of his inability to serve.

The report now being made is on behalf of that committee.

The Committee has had four meetings with, at each one, a remarkably high record of attendance. The first three sessions were spent largely in general discussions of conditions and problems in intercollegiate athletics

and expression of views as to what courses of action are practicable. At the fourth meeting, held about a month ago, substantial progress was made in the formulation of a set of revised criteria that may be recommended by the Committee for adoption. Nothing has yet received final and official approval; all conclusions so far are tentative. It may well be that at the next meeting, set for April 11th, the group will be ready to vote definitively on a recommendation which then would go through the usual Association channels.

In this connection attention is specially directed to paragraph 3 of the action taken by the Commission, quoted above. That paragraph is a recommendation later approved and adopted by the Executive Committee "That the President of the North Central Association request the other regional accrediting associations to appoint representatives to confer with the North Central Association Committee referred to in (1) above (the committee now reporting) on problems of intercollegiate athletics."

Cooperative action by the various regional associations could be deeply significant. Every possibility along that line should be fully explored. This, of course, means that any recommended set of criteria agreed upon by this Committee must be looked upon as wholly tentative, pending such explorations. Not a little evidence has come to our attention that other associations are interested in the possibility of cooperative action.

Early in the life of the Committee it became evident, as was to be expected, that a variety of opinions were held. On the one side was the view that the present criteria of the Association were not too strict, perhaps not even strict enough. On the other side was the view that the A.C.E. standards, liberally interpreted as they have been, do



not go far enough in the direction of allowing grants-in-aid to athletes. Not a little time was spent in discussing whether it was not inevitable that athletes, as such, should be given what are commonly referred to as "free rides." Attention was directed to the not uncommon opinion that good athletes are somehow going to get free support, whatever the rules may be, and that consequently it is hypocritical not to recognize the situation by legalizing such practices. In this connection a memorandum prepared by the chairman was praised by many on the Committee. With the cautionary observation that this memo has never been adopted or approved by any formal Committee action, it is made a part of this report in the thought that it may be helpful in clarifying our thinking. It is as follows:

Discussions of recruiting and subsidizing are apt to become pointless, or perhaps better said, beside the point, if certain basic features are not kept clearly in mind.

The first feature and the most fundamental one is that coaches and directors and others are moved to recruit and subsidize young men of athletic promise because they want the institution in which they are interested to have good athletic teams, good enough preferably to beat the teams with which they compete. Obviously coaches, directors, etc. of those other teams are feeling the same urge, and the result is what we all see and deplore—the mad bidding for talent.

All of us have seen the tragic results that often come to a person or family whose course is too much determined by the understandable human weakness—the desire "to keep up with the Joneses." The desire on the part of an institution, even a college or university, through its staff and misguided friends, to produce those better teams is often of the same character. Here, too, the results may be tragic, though in a different way. Assuming what is probable, that in a group of institutions each one feels and yields to the same urge, it is likely that the standings at the end of the season or year will be just about as they would have been if all had been content to cut out the bidding and supports. I dare say that if in my own conference it were permissible for each member to spend a stated sum—\$100,000 \$200,000 or whatever it may be—in getting together a football team, and each one spent it,

the standing in wins and losses at the end of a season would not be materially affected. The resulting tragedy would be the ineffectiveness of the expenditures and also in changing the entire character of the enterprise. It is human nature, however, for each one to think he can get the "jump" on the competitors.

When I hear or read that these grants-in-aid are being offered and justified on the ground that thereby poor boys may be enabled to get college educations, I am driven to the conclusion that someone is kidding not only the hearer and reader but also himself. Let us be honest about this: the moving purpose is lifting the teams above the level on which they otherwise would be and with the hope that thereby they will be superior to the teams of the competitors. I wonder whether any one of us has ever known of a person more or less intimately associated with the athletic program of his institution who has carried his professed zeal to enable poor boys to get a college education to the point of devoting even ten minutes to finding available unearned aid for a poor girl or for a poor boy who is entirely devoid of athletic ability. Of course an implicit exception to this broad statement is necessary to cover those few instances in which the aid is sought for some relative or close friend.

The second point that I would make is that it is blindness or obtuseness that leads the advocate of subsidies to ignore the fact that precious few students, athletes or not, who come to the campus, come stripped bare—entirely without resources either of their own or their families. It is my firm opinion that boys of athletic ability come to college today just as they did a generation ago—usually with the assurance of at least a measure of family support and with some means of their own as a result of employment.

The third point that in my opinion ought to be emphasized, and again it is one that seems to be ignored more than it should be, is that worthwhile college students of today should find it possible to do what students of like character were able to do a generation ago. Not a few of the present-day coaches and athletic directors were as students not only outstanding athletes, but they also found it possible by employment out of the college season and in part-time employment during the college season to get the college educations that they came for. Yet those same coaches and directors seem now to have come to the conclusion that what they were able to do cannot be done by present-day youth. To be sure, tuitions, clothing, board, room and so forth, necessitate a larger number of dollars than they did a generation ago, but dollars these days are much more numerous than they were at that time; and I think it may very reasonably be doubted that educational costs for the student

have increased any more than their possible earnings.

My fourth point, and in a way it is the most important of all, is that subsidies for athletes that are *not geared in some measure to excellence on the academic side* can only be viewed, if we are honest with ourselves, as compensation for athletic services and when we have a young man who is paid for athletic participation the conclusion is inescapable: that he is not *playing* a game which should be an essence of intercollegiate athletics but is *working* for wages. I think we have to face the question as to whether educational institutions, such as our universities and colleges, have any legitimate business in putting out on the field wearing their colors groups of young men who have in effect been hired to perform. As educators have we not got to recognize that while there is in our civic program plenty of justification for professional sports, educational institutions are outside their proper functions when they support professional teams.

In my judgment, the ideal situation would be games between teams made up of participants who have come to their college of their own volition and with no special inducements or help. No doubt on this basis some good athletic material would not be available for college teams and the standard of performance as a demonstration of skill would no doubt be of a lower grade; but I think a good case can be made for the proposition that if institutions are having their contests with natural rivals, those games will be just as interesting on that lower level as they are or would be on the higher level. After all, only a few people in the stands know enough about football to know whether the standard of performance is, let us say, rated at 100 or rated at 75. It is the contest between natural rivals that interests them. I realize that things have gone to the point where perhaps it is too difficult if not impossible any longer to realize that ideal. Of one thing however I feel perfectly sure, and that is that the more we let down the bars, the farther we get away from the ideal program of intercollegiate athletics.

It seems to me not only pertinent but important to point out that if subsidies are allowed, though they are limited in amount, there will be precisely the same problems and suspicions that there are if subsidies are completely forbidden. In other words, each and every institution through its interested representatives will try by fair means and foul, if necessary, to get the blue chip athletes. If those who are responsible for the practices that go on at our institutions under the present rules lack the necessary zeal and character to live up to those rules, it is to me a vain hope that those same people are going to live up to rules that are more liberal. Logically

the only thing then to do is to repeal all the rules because only then will we be free of this problem. Does anyone seriously think that if a rule were adopted that permitted payment of \$2,000 or even \$5,000 per year to an athlete for his services, that there would be no attempts to get the blue chip athletes by offering them more than that base figure?

One hears a lot of talk about hypocrisy. If by that it is meant that one who asserts that young men cannot get their sought-for educations and still take part in intercollegiate athletics without being subsidized, with the implication that if the institution will not do it officially, then it will be done unofficially, "under the table," as is so often said, I refer to my observations above. Of course I am not so naive as to think that there would be no violations; indeed, whatever our rules are we are going to have violations.

My own notion is that whatever hypocrisy there may be in operating under rules forbidding grants-in-aid, other than those channelled through the institution and geared to a reasonable standard of excellence in scholarship, it is equalled, or even exceeded, by that in the minds and positions of those who maintain that if we were only to liberalize the rules that some of us approve, violations would no longer be a problem. Moreover, I can consider it only as hypocrisy to proceed on the basic assumption which, as pointed out above, is done by many, that athletes are completely devoid of resources and abilities to help themselves at least in part.

Reference was made above to the highly important problem of enforcement and penalties. In that connection thought must be given to what shall be the relationship between this Association, on the one side, and athletic organizations, such as conferences, the National Collegiate Athletic Association, etc., on the other.

Our last meeting got to adjournment time just as we reached that problem. The question in general had been touched more than once, but for the first time we had before us proposed drafts for incorporation in a possible revision of the athletic criteria of the Association. One draft is as follows:

Failure on the part of an institution to meet the policies and standards set forth above indicates that the institution does not satisfy, in this sphere of activities, the minimum educational standards of the Association and that there are



serious weaknesses and deficiencies in its educational administration.

Definitive evidence of non-compliance with the above stated standards and regulations, as determined by duly constituted examining committees of the Association, therefore will constitute sufficient reason for imposition of the following penalties:

- A) Transmittal of an official warning to the institution with a request to provide evidence of satisfactory correction at a specified future date, or
- B) Placing the institution on "athletic probation," with such notice of probation being sent to all members of the Association, or
- C) Placing the institution on the non-accredited list, terminating its membership in the Association, and not approving athletic relationships of other members of the Association with the institution, if evidence of satisfactory compliance with the Association's standards is not provided within one year of the athletic probationary status.

#### An alternate proposal follows:

This Association being concerned as it is, primarily with accreditation, the penalties available to it for failure to live up to the Athletic standards herein set forth, inevitably are few. Refusal to accredit or removal from the accredited list is the ultimate and should be used only as a last resort, for it must be recognized that such extreme penalty is essentially on the academic side of the institution. Only when the athletic transgressions are such that they have a material impact upon the institution's academic program should that penalty be imposed.

Probation, aside from being a warning, points in the direction of disaccreditation. It therefore is subject to the same observation. Reprimand implies that the disapproved practices have been corrected; it can be effective then, only as a warning to others.

Penalties for athletic misconduct should be, so far as possible, athletic in character. This means that athletic organizations, such as conferences and the N.C.A.A., should be utilized so far as may be possible.

Organizations of the character just mentioned are, no doubt, in a much better position to get at the facts regarding athletic misconduct than is an accrediting organization. Between the two types of organizations, there obviously should be a spirit and practice of cooperation. It would seem, then, to follow that the primary burden of policing institutions, as to their athletic activities, should be placed upon the athletic organizations. The adoption of some such plan as this

might well have the effect of bolstering the standards and the activities of the conferences and the N.C.A.A. because they would realize that, if they were satisfied with inferior standards or were not functioning effectively in the matter of enforcement, the accrediting organizations would take over.

These considerations are the background of the following, the essence of this criterion—

Institutions devoted to good sportsmanship will not only preserve high standards in their own athletic affairs but will support actively the efforts of such organizations as the National Collegiate Athletic Association, the American Council on Education, and the various athletic conferences to formulate appropriate standards for intercollegiate athletics. If an institution experiences difficulty in meeting the technical requirements of any enforcement agency of which it is a member, it will almost inevitably be found inadequate when judged on the basis of the educational principles adopted by the Commission on Colleges and Universities. For this reason the questioning of an institution by an appropriate athletic organization will be sufficient cause for concern by the Commission on Colleges and Universities.

The status of an institution as a member of the Association is, of course, ultimately the responsibility of its Commission on Colleges and Universities. If, however, a member is also a member of a conference or of such an organization as the N.C.A.A. whose requirements for good standing therein are deemed by the Commission to be at least the equivalent of those, in the athletic area, adopted by the North Central Association, such member shall be considered presumptively to be in good standing, athleticwise, with the Commission. This presumptive conclusion follows only when in the judgment of the Commission (1) the requirements for membership in good standing in the conference or other organization are fully the equivalent of those of the Association and (2) such other organization is effective in its efforts to require conformance with its standards.

Among the possible penalties that may be imposed by the Commission are

- Warning
- Probation
- Denial of athletic competition with member institutions
- Removal from accredited list

It must be noted that these drafts are mere proposals to the Committee; no action regarding them, even of a tentative nature, has been taken.

No recommendation has been for-

culated, but it obviously is the general opinion of the members of the Committee that if the efforts of the Association in securing general compliance with its athletic criteria, whatever they may turn out to be, are to be effective, suitable machinery will have to be set up. This may well mean a small, carefully selected continuing

committee which will have the primary tasks of interpretation and administration, subject, of course, to appropriate review; also probably a larger advisory committee to which the small group might turn for counsel.

March, 1954



RALPH W. AIGLER, *University of Michigan, Ann Arbor, Michigan*

## Memorandum Regarding Intercollegiate Athletics

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Out of the potpourri in which the question of regulating interscholastic athletics has been embedded for approximately four years certain signs of order are beginning to emerge. The following communication is such a sign and therefore merits publication here. It was released by Mr. Ralph Aigler, Chairman of the Committee on Athletics which was appointed by the Commission on Colleges and Universities in 1953. This Committee is the successor to the Committee on Intercollegiate and Interscholastic Athletic Problems appointed by the Executive Committee of the Association in June, 1951, of which the late Dean Emeritus J. B. Edmonson, of the University of Michigan, was chairman. As indicated in the preceding columns of this issue, the latter committee resigned in June, 1953.—EDITOR.

### NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

Commission on Colleges and Universities

Norman Burns, Secretary  
5835 Kinbark Avenue  
Chicago 37, Illinois

August 12, 1954

To the Member Higher Institutions of the  
North Central Association, Athletic  
Organizations and Conferences, and  
Regional Accrediting Associations

### *Memorandum Regarding Intercollegiate Athletics*

The attached tentative draft of a set of criteria was prepared by the Committee on Athletics of the Commission on Colleges and Universities, North Central Association. This committee was set up by the Association in the sum-

mer of 1953 for the purpose of restudying the Association's policy on intercollegiate athletics and bringing to the Association recommendations for modification of the policy. The enclosed draft is the result of the preliminary deliberations of the Committee.

The Committee on Athletics wishes to emphasize that this draft is highly tentative and is to be thought of as a preliminary basis for discussion with the several agencies and organizations concerned with intercollegiate athletics including the other regional accrediting associations, the National Collegiate Athletic Association, and the athletic conferences which include in their membership institutions located in the nineteen-state territory served by the North Central Association. A final draft of the Committee's recommendations to the North Central Association will be prepared only after the Committee has had the benefit of the thinking of these other organizations and of the member institutions of the North Central Association.

The Committee also wishes to point out that its statement is one of principles; it does not go into the detail one would expect to find in a code of rules. It is the Committee's expectation that the standing committee referred to in Part II of the statement will formulate specific regulations within the framework of the principles and will work out the procedures by which the policy will be implemented in cooperation with other organizations concerned with the regulation of intercollegiate athletics.

The Committee on Athletics earnestly solicits your reaction. Please direct your replies to Norman Burns at the above address.

RALPH W. AIGLER, *Chairman*  
Committee on Athletics

RWA:rh  
Enc.

## A TENTATIVE STATEMENT ON INTERCOLLEGIATE ATHLETICS. COMMISSION ON COLLEGES AND UNIVERSITIES, NORTH CENTRAL ASSOCIATION<sup>1</sup>

### I. POLICIES AND STANDARDS FOR THE CONDUCT OF INTERCOLLEGIATE ATHLETICS

#### II. A STANDING COMMITTEE AND ITS RESPONSIBILITIES

##### I

#### POLICIES AND STANDARDS FOR THE CONDUCT OF INTERCOLLEGIATE ATHLETICS

THE PLACE of the intercollegiate athletic program within the structure of American higher education, its educational aspects, its administration, its financing, its role in connection with institutional morale, public relations, and relationships with secondary schools, makes it a proper concern of the North Central Association. The Association therefore, with the approval of its membership, has both the authority and the responsibility to establish minimum standards of athletic policy and administration with which members must comply. In order to attain such standards in the administration of intercollegiate athletics, the Association will (a) examine critically from time to time the regulations and prac-

tices of its member institutions and (b) take appropriate action affecting those institutions which fail to satisfy, through institutional or athletic conference action, the principles and standards which the Association has established for the conduct of intercollegiate athletic programs.

#### BASIC PRINCIPLES AND ADMINISTRATIVE STANDARDS

A) *Administration*.—Acting under the delegation of authority from the governing board of the institution, the chief administrative officer must be responsible for the administration of athletics for the institution. In accordance with standard practice, his administrative powers may be assigned to other institutional officers specifically charged with the management of the athletic program. However, the chief executive officer's final responsibility cannot be so delegated.

Likewise, the faculty as an organized entity must actively exercise in the area of intercollegiate athletics responsibilities comparable to those assigned to it by the governing body in other areas of the institution's educational program.

To clarify and establish these responsibilities, each institution must define, approve, and record in writing the role and objectives of the intercollegiate athletic program of the institution and the institutional regulations and procedures by which such objectives are to be accomplished.

B) *Finances*.—The financial con-

<sup>1</sup> Drafted by the Committee on Athletics:  
Professor Ralph W. Aigler, Law School, University of Michigan (Chairman)  
President John T. Caldwell, University of Arkansas  
Mr. G. E. Gauthier, Director of Athletics, Ohio Wesleyan University  
President Frederick L. Hovde, Purdue University  
President William R. Ross, Colorado State College of Education  
President S. N. Stevens, Grinnell College  
President Irvin Stewart, West Virginia University  
President W. Fred Totten, Flint Junior College  
President Oliver S. Willham, Oklahoma Agricultural and Mechanical College  
Mr. C. P. Woodruff, Principal, Senior High School, Elkhart, Indiana  
Dr. Eugene Youngert, Superintendent, Oak Park and River Forest High School, Oak Park, Illinois

trol of an institution's athletic program should be similar to the financial control of other activities of the institution. In this connection the Association will examine such matters as (a) the location of authority for collection of revenues from athletic activities, (b) the procedure for purchasing athletic supplies, (c) the budgetary control of the athletic program, and (d) the employment of student labor in the institution. Particular attention will be given to deviations in the administration of athletics from the policy that governs other institutional activities.

All funds received and expended for the institution's athletic program should be accounted for by the regular business authorities of the institution and the accounts for athletics should be included in the regular annual audit.

Member institutions will be expected upon request to provide the Association with their complete financial statements and auditors' reports.

C) *Athletic Staff*.—The members of the athletic staff should be considered regular members of the faculty with similar arrangements for appointment, tenure, and salary. As recognized members of the faculty, the members of the athletic staff should possess appropriate professional qualifications of educational preparation and experience. Members of the athletic staffs should be eligible to serve as members of appropriate faculty committees and should demonstrate in their work a real concern for the total educational welfare and development not only of the institution they serve, but also of the individual students coming under their instruction.

D) *Admission of Students*.—Institutional admission standards and procedures, as announced in official publications, must apply to athletes and non-athletes alike, and be administered by the regular admissions officers and

committees of the institution.

E) *Student Eligibility for Athletic Participation*.—The athletic teams of an institution must be composed of full-time *bona fide* students in good standing. In order to be eligible for intercollegiate competition, a student must be enrolled in a program of study leading to a recognized degree, and must be making normal progress toward that degree both quantitatively and qualitatively, as defined by the institution.

F) *Scholarships and Grants-in-Aid*.—All financial aid to any athlete, in money or in kind, except that which comes from those on whom he is legally or naturally dependent, must be administered by the institution under regulations established for administering scholarships and grants-in-aid for all students. Each institution is required to publish its regulations setting forth the conditions under which financial aid may be granted, renewed, or withdrawn. However, a student may receive any type of unearned financial aid for which he is qualified because of circumstances wholly unrelated to his athletic skill, and which, in fact, is not awarded on the basis of athletic ability in whole or in part.

All scholarships and grants-in-aid to athletes must be awarded on the fundamental basis of demonstrated academic ability to perform satisfactory college work as measured by performance in secondary schools and/or by scholastic aptitude tests. "Academic ability" is not demonstrated merely by admission to college. Promise of superior performance in extracurricular activities, including athletics, may be one of the factors considered in awarding scholarships and grants-in-aid, but shall always be secondary to the requirement of academic ability.

No scholarship or grant-in-aid based



in any degree upon demonstrated or expected excellence in extracurricular activities awarded in accordance with the provisions of this criterion shall exceed in amount tuition and incidental college fees plus books, and room and board at the customary rate for the community.

Scholarships or grants-in-aid may be awarded for a period not in excess of four years subject to maintenance of satisfactory academic performance as defined by the institution for scholarships and grants-in-aid, or for a period of not less than one year renewable for not more than three additional years upon satisfactory maintenance of such standards.

The institution should, prior to certifying a student as eligible for participation in intercollegiate athletics, require him to file with the proper university officials a statement showing:

- (a) all income, whether in money or other form, received by him during the preceding 12 months;
- (b) the source of all such income and the relationship to the student of the person from whom the income was derived; and
- (c) the service performed, in terms both of amount of time and of character of service, for all portions of the stated income received in return for service performed.

Any student who files a false or incomplete statement should thereafter be ineligible to participate in any intercollegiate athletic contest.

When scholarships or grants-in-aid are awarded, the terms and conditions of the award must be stated in writing to the recipient when the award is made.

G) *Student Employment*.—No institution shall permit athletic eligibility to any student who receives compensation from any employer unless (a) he is

performing useful work, (b) he is being paid at the going rate in his locality for work performed, and (c) he is working on the job all the time for which he is being paid.

H) *Recruiting*.—Members of the institutional staff, including coaches or other official representatives of athletic interests, shall not solicit the attendance of any prospective student with the offer of financial aid or equivalent inducements. This prohibition, however, shall not be construed to prevent institutional representatives from giving information regarding scholarships, grants-in-aid, or employment opportunities.

No institution shall, directly or through its athletic staff members, or by any other means, pay the traveling expenses of any prospective athlete for a visit to its campus, nor shall the institution arrange for or permit excessive entertainment of such prospective student during a visit to the campus.

No institution shall, on its campus or elsewhere, conduct or have conducted in its behalf any athletic practice session or test at which one or more prospective students reveal, demonstrate, or display their abilities in any branch of sports.

## II

### A STANDING COMMITTEE AND ITS RESPONSIBILITIES

The Committee on Athletics recommends:

1. That a standing committee of the Commission on Colleges and Universities be set up to interpret and administer the Association's policy on intercollegiate athletics, and to prepare a schedule of penalties to be applied in cases of violation;

2. That the Committee be composed of five persons appointed by the Chairman of the Commission on Colleges and Universities with the advice of the

Commission and subject to the approval of the Executive Committee of the Association. The Committee would report to the Commission at the Annual Meeting and to the Board of Review, acting for the Commission, at such times as might be necessary between Annual Meetings;

3. That the Committee develop working relationships with the athletic conferences and the National Collegiate Athletic Association looking toward the utilization of the resources and machinery of these organizations in the enforcement of appropriate standards for the conduct of intercollegiate athletics;

4. That the Committee develop procedures for dealing with member higher institutions of the Association that are not members of an athletic conference;

5. That the Committee devise and

recommend to the Commission appropriate reporting procedures for the member higher institutions of the Association and the athletic conferences in the area of intercollegiate athletics;

6. That the Committee establish and maintain liaison with the other regional accrediting associations with a view to promoting inter-association cooperation in the establishment and enforcement of standards for the conduct of intercollegiate athletics;

7. That, in the event of the failure of an athletic organization to secure conformity by a member higher institution to standards considered appropriate by the North Central Association, the Committee intervene and, after proper investigation, recommend penalties to the Commission on Colleges and Universities.

# Telecourses for College Credit<sup>1</sup>

THE COMMITTEE ON TELEVISION undertook the assignment of carrying out as many of the recommendations submitted to the Executive Committee in its report of 1953, as possible. With the research and consultant assistance of Lawrence McKune, Television Coordinator for the Continuing Education Division of Michigan State College and WKAR-TV, a particular study was made of "telecourses" or those courses of direct instruction offered for college credit by a number of member institutions of the NCA. The study covered such courses as are being offered over local commercial TV stations and over educational TV stations operated by individual institutions, and such as are being planned to be offered over community educational TV stations. The following report and statement of policy covering the offering of college courses for credit by television is hereby submitted to the Executive Committee for consideration, and appropriate action.

<sup>1</sup> A report submitted to the Executive Committee of the Association by the Committee on Television, of which Mr. Emery is chairman. The other members of the Committee who assisted in the preparation of this report are Leslie Brown, Dean of Administration, Cleveland College, Western Reserve University; Robert L. Fleming, Principal, South High School, Youngstown, Ohio; Richard B. Hull, Director of Radio and Television, Iowa State College; Robert Johns, Director, United States Armed Forces Institute, Madison, Wisconsin; J. H. Schackelford, Director of Public Relations, Butler University; and Armand L. Hunter, Director of Television Development, Michigan State College, former chairman of the Committee.

## TELECOURSES FOR CREDIT

The principles applicable to courses of study projected by television are similar to those which should govern regular campus instruction. However, television presents basic problems in relation to general policy, administrative procedure, matters of budget, maintenance of educational standards, maintenance of professional performance standards, and long range organized research. Special problems are found in kinescope recordings, copy-right rights and privileges, closed circuit telecasts, and the cooperative exchange among schools of the NCA of reciprocal course offerings. Therefore, it appears some basic assumptions need to be made by the NCA upon which sound criteria may be established as a guide for accredited schools in developing telecourses for credit which are designed to achieve approved educational objectives.

The following assumptions seem fundamental to the development of sound criteria for telecourses offered for credit by institutions holding membership in the NCA:

1. The Committee on Television (Ex. Comm. June 26-27, 1953) assumes that member schools of the NCA have a *direct responsibility* to study, to experiment with, and to use the medium of television for educational purposes and the fulfillment of educational objectives.
2. As shown by the accompanying table, at least eleven colleges and universities are now offering regular courses by systematic



instruction on television for which credit is given. Thus the assumption is made that credit courses offered by television will become a regular part of the curriculum of many institutions, and will require administrative and policy patterns for satisfactory development.

3. It is an assumption, based upon fact, that the extent of financial support is usually a good index of the degree of importance attached to a given project. Therefore it is assumed that the amount of financial aid given to credit telecourses should be proportionate to the extent and quality of their educational return.
4. It is assumed that lines of responsibility for administering telecourses must be clearly drawn and understood. In no other area of communication is it so important that jobs and assignments be well defined and diligently observed.
5. It is assumed that colleges and universities would want to take advantage of the administrative machinery already set up whenever possible. Thus, academic approval, mechanics for registration in courses to be projected by television, and maintenance of educational standards, might well follow existing procedures.
6. It is assumed that colleges and universities now actively engaged in teaching college courses by television have found answers to some of the basic problems related to effective use of this new medium.

In the paragraphs which follow, several recommendations are hereby suggested as bases for criteria upon which to judge the telecourse program in determining NCA accredited status. (It should be remembered that the Commission on Colleges and Universities will be concerned with the protection of educational values and will appraise telecourses in educational terms.)

#### *A. Statement of Purposes for Credit Telecourses*

Telecourses offered for credit have as their primary purpose the off-campus extension of academic training to the people served by a particular institution. Therefore it becomes the responsibility of the institution involved to construct a system of pro-

cedure and operation which will enable instructors within departments, departments within schools, and schools within the institution to present high-calibre academic work effectively and economically, while fully maintaining accepted educational standards and values.

#### *B. Recommendations*

##### *1. Administration*

- a. It is recommended that the regular academic divisions, schools, and/or departments consider television courses as an integral part of their regular educational responsibilities.
- b. It is recommended that the responsibility for the *process* of offering television courses for credit be centered in an authority representative of the administration, the faculty, and the divisions responsible for off-campus instruction.

##### *2. Staff*

- a. It is recommended that regularly employed faculty members who are able to make suitable adjustment to the television teaching situation be assigned to credit-telecourse instruction.
- b. It is recommended that a television teaching assignment be accepted as part of the regular teaching load, and that a faculty member should not be required to do television teaching in addition to his normal full-time load without suitable compensation.
- c. It is recommended that faculty members who are assigned television teaching be fully oriented in facilities, techniques, and audio-visual methods which serve to improve teaching effectiveness.

##### *3. Admission and Certification of Credits*

- a. It is recommended that admission policies governing resident or extension students apply to television students.
- b. It is recommended that credit for television courses be recorded and become a part of a degree program when the student has matriculated.
- c. It is recommended that the amount of credit which may be earned by taking television courses and subsequently applied toward credit requirements for a degree be flexible.

##### *4. Financial Considerations*

- a. It is recommended that television courses be financed from the regular budget for instruction.



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[illegible]



- b. It is recommended that tuition fees be no less than tuition fees assessed for registration in residence.
  - c. It is recommended that budget allocations for television courses take special account of the costs essential to effective television production.
5. Academic Requirements
- a. It is recommended that no course be offered for credit by television which has not been approved for inclusion in an established curriculum.
  - b. It is recommended that television students be required to meet course work standards which are comparable to those required of resident students.

*Know Your*

**NORTH CENTRAL  
ASSOCIATION**

*Published by the*  
North Central Association of  
Colleges and Secondary Schools

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1954

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NOTE: The material which follows will be issued as a pocket-size bulletin at an early date. All officials of the Association, state chairmen, and member institutions will receive a supply for free distribution.—THE EDITOR

# Foreword

THE PURPOSE of this publication is to provide you with the answers to the questions which are most frequently asked about the North Central Association of Colleges and Secondary Schools. The answers, it is believed, will provide a simple yet rather complete picture of the purposes and structure of the Association and how it does its work.

One may be connected with the Association for a long time and yet not wholly understand how it transacts its business. This is possible because it is a rather complex organization. As you will see farther on, it is made up of three Commissions which are largely independent of one another, and of an

Executive Committee which coordinates and articulates the work of the Association as a whole.

If this picture is not wholly clear to everyone that is connected with the Association, it is obvious that others may wonder a great deal about it too. This brief bulletin has consequently been prepared for anyone who, for himself, may have an interest in reliable information about the Association or who may wish to inform others about it. You will find that KNOW YOUR NORTH CENTRAL ASSOCIATION will help to answer questions about that institution wherever they may occur and whatever their origin may be.



# Know Your North Central Association

## THE ASSOCIATION

*What is the North Central Association of Colleges and Secondary Schools?*

It is a voluntary, non-incorporated association of secondary schools and higher institutions of learning founded in 1895 and having a mutual interest in the improvement and extension of educational opportunity in the area which it serves.

*What are its territorial boundaries?*

The Association operates in the nineteen states of the North Central area of the United States—Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming.

*What are its aims and objectives?*

(a) The development and maintenance of high standards of excellence in all of its member schools, colleges and universities; (b) the continued improvement of the educational program and of instruction at the levels of secondary and higher education; (c) the encouragement of such improvement through a scientific and professional approach to the solution of educational problems; (d) the encouragement and establishment of cooperative relations between the secondary schools and colleges and universities within its territory; and (e) the maintenance of effective working relationships with other educational organizations and accrediting agencies throughout the United States.

*Does the North Central Association have a constitution?*

Yes. The constitution is regularly published in its official organ, the NORTH CENTRAL ASSOCIATION QUARTERLY.

*Was the Association established by law?*

No. It is purely a mutual, cooperative organization.

*Does the Association have a permanent central office?*

No. The Executive Committee elects a secretary who is the central agent of communication on all matters pertaining to the Association as a whole. Each Commission has its own secretary who handles inquiries peculiar to the responsibilities and functions of the Commission which he represents. In each state the chairman of the State Committee deals with matters of local or state concern.

*Where can one find the names and addresses of the persons to whom inquiries should be sent?*

The July issue of the NORTH CENTRAL ASSOCIATION QUARTERLY lists the names and addresses of all officers of the Association.

*Where can one secure information about all standing and special committees of the Association?*

The July issue of the NORTH CENTRAL ASSOCIATION QUARTERLY carries this information. From time to time other issues may list any new committees that have been authorized by the Executive Committee or by any of the Commissions.

*How does the Association transact its business?*

It transacts all of its business through the Executive Committee, the three Commissions, and the general Association. The last general session of the Annual Meeting of the Association is the time at which all business is presented to and formally acted upon by the representatives of the member institutions which comprise the Association.

*Of whom is the Executive Committee composed?*

It is composed of a president and vice president elected annually by the Association; the immediate past president; the chairman and the secretary of each of the three Commissions; the editor of THE QUARTERLY four additional members, one of whom is elected by the Association each year for a term of four years; and a secretary and a treasurer appointed by the Executive Committee for terms of office determined by the Executive Committee. Every officer of the Association and of the three Commissions must be officially connected with a secondary school, a college, or a university which holds official membership in the Association, or with the state department of education of a state within the territory of the Association.

*Where can the reports of all business transacted by the Commissions and by the Association be found?*

In the NORTH CENTRAL ASSOCIATION QUARTERLY.

*What is meant by the term "an accredited or approved institution"?*

It signifies a school or college that voluntarily meets the criteria of membership as defined by the Association and whose application for membership has been officially approved.

*Of how many schools and colleges does the Association consist?*

The number varies from year to year. In 1954, 379 colleges and universities and 3,277 secondary schools, or a total of 3,656 institutions were listed.

*Is membership in this Association obligatory?*

No. Membership is entirely voluntary. Membership does entail, however, the desire and willingness of its members to maintain and abide by its democratically approved criteria for membership.

*By whom are these criteria initiated?*

All of the criteria for membership are initiated within the Commission on Colleges and Universities and the Commission on Secondary Schools, respectively, whose members are elected by the schools which they represent. In the case of the Commission on Secondary Schools, no major change in regulations or criteria is made except as approved by a majority of *member schools* on referendum. The criteria are finally referred by the Executive Committee to the Association for appropriate action either to approve or disapprove.

*Are the decisions of the Association bearing on policy and management of member schools and colleges regulatory or advisory?*

They are both regulatory and advisory.

*May any educational institution within the territory be excluded from membership in the Association?*

Any institution may continue its membership so long as it complies with the criteria and conditions of membership. Any institution which is unable or unwilling to conform to the regula-

tions adopted by the majority vote of the Association may withdraw from membership at any time or may be refused continued membership in the Association.

*Are there any schools and colleges in the North Central territory which are not members of the Association?*

Yes. Some institutions prefer not to be members, while others are not able to meet the criteria of membership.

*How may a secondary school or college initiate action for membership in the Association?*

A secondary school should communicate with the chairman of the State Committee of the state in which it is located, and a college or university with the secretary of the Commission on Colleges and Universities. These officials will supply full information about the procedures to be followed.

*Where can the criteria and conditions of membership in the Association be found?*

The July issue of the NORTH CENTRAL ASSOCIATION QUARTERLY contains full information. Further inquiries should be addressed to the secretary of the appropriate Commission; in case of the Secondary Commission, however, they may be addressed to the chairman of the State Committee also.

*Does a member institution which fails to meet the criteria and conditions of membership receive proper and timely notification before any peremptory action is taken to terminate its membership?*

Yes. It is usually warned or advised with respect to any matters bearing on its membership, and given opportunity to rectify them. At all times the Association uses its good offices to assist any member institution to remedy the conditions which might lead to loss of membership.

*Do officials of member or dropped schools have an opportunity to appeal the action taken by the Association at the Annual Meeting?*

Yes. The Executive Committee of the Association has the final authority to hear appeals from the decisions of the Commissions relative to the approval of universities, colleges, and secondary schools, and to determine the action to be taken upon such appeals.

*When and to whom should appeals be made?*

Appeals should be made to the Executive Committee and must be filed with the Secretary of the Association within thirty days following the Annual Meeting.

*Does the Association make provision for honorary membership?*

No institution as such can hold honorary membership. Individuals, however, may be elected. Recommendations for such membership originate in the Executive Committee and are submitted to the Association at the time of the Annual Meeting. A favorable vote of two-thirds of the members present is required for election. Honorary members are members of the Association and not of any particular Commission.

*Does the Association list member institutions?*

Yes. The official list is published annually in the July issue of the NORTH CENTRAL ASSOCIATION QUARTERLY. It includes all schools that meet the requirements for membership.

*When and where does the Association hold its Annual Meeting?*

The time and place of each Annual Meeting are determined one year in advance by the Executive Committee



and announced at the concluding business session of the Association each year. The Annual Meeting is usually held near the end of March or early in April. With a single exception it has always been held in Chicago, Illinois. The announcement of the Annual Meeting is always carried prominently in the NORTH CENTRAL ASSOCIATION QUARTERLY.

*Who may attend the Annual Meeting of the Association?*

All interested persons are welcome.

*What privileges have visitors at the meetings of the Association?*

The same privileges as members and official delegates, except the privilege of voting.

*Who are the official delegates?*

Each approved or accredited institution is entitled to send one voting representative to the Annual Meeting who is recognized as the official delegate of that institution.

*What are the advantages of sending official delegates to the Annual Meeting?*

Each member institution that sends an accredited representative to the Annual Meeting thereby provides itself with a voice and vote in the affairs of the Association, keeps up to date on all of its transactions, and enjoys the privilege of reporting to all other members any innovations that it is trying out at home.

## COMMISSION ON COLLEGES AND UNIVERSITIES

(Prefatory note: The following statement describes the situation in the Commission on Colleges and Universities at the time of publication of this document. The Commission is making plans for an extension of its services and a reorganization of its program. Information on these plans and on other matters relating to the work of the Commission may be secured from the Secretary of the Commission.)

*What is the composition of the Commission on Colleges and Universities?*

The Commission is composed of forty-eight elected members, thirty of whom represent institutions of higher education and eighteen of whom represent secondary schools. The present membership of the Commission is always listed in the July issue of the NORTH CENTRAL ASSOCIATION QUARTERLY.

*Where can the list of colleges and universities accredited by the Association be found?*

This list appears annually in the July issue of the NORTH CENTRAL ASSOCIATION QUARTERLY. Copies in pamphlet form may be secured free of charge from the Secretary, Commission on Colleges and Universities.

*What publications describe the criteria employed in the accreditation of colleges and universities?*

These criteria are set forth in general terms in the "Statement of Policy Relative to the Accrediting of Institutions of Higher Education," which appears annually in the July issue of the NORTH CENTRAL ASSOCIATION QUARTERLY. Copies of this statement in pamphlet form are available free of charge from the secretary of the Commission on Colleges and Universities. A more detailed explication of the criteria is published by the Commission under the title, *Revised Manual of Accrediting* which is priced at \$2.00 a copy.

*What are the distinctive features of the procedure for the accreditation of colleges and universities?*

(a) An institution is judged in terms of the purposes it seeks to serve. (b) The decision about the accreditation of a college or university is based on the quality of the institution as a whole.

Superiority in some characteristics may be regarded as compensating for weaknesses in other respects. An institution is not held to a set of minimum standards, violation of any one of which jeopardizes its accreditation.

*Does membership in the Association mean that all administrative units of a college or university, including professional schools, are accredited?*

Yes. An institution is accredited in its entirety.

*Are there any types of institutions that are not eligible for accreditation?*

Yes. (a) Institutions operated for profit. (b) Institutions which do not include among their major functions the provision of general education, as defined in the *Revised Manual of Accrediting*.

*How many colleges and universities are accredited by the Association?*

In April, 1954, 379 institutions—approximately 50 percent of the collegiate institutions in the territory of the Association.

*When a college or university is surveyed for accrediting purposes, what broad areas of the institution are included in the examination?*

Purposes and clientele, faculty, curriculum, instruction, library, student personnel service, administration, finance, physical plant, institutional study, and athletics.

*How does the Commission on Colleges and Universities secure periodic information about the status of member institutions of higher education?*

Through a regular series of biennial studies covering three phases of institutional programs—faculty, finance, and library—in a six-year cycle. The results of these studies are also used as a basis

for judging the comparative quality of institutions applying for accreditation.

*On what grounds are institutions of higher education dropped from the accredited list?*

When the reports filed by a member college or university reveal weaknesses which may be symptomatic of general weakness in the program, a complete survey of the institution is made. If the evidence secured from the survey indicates that an educational program of satisfactory quality is not being maintained, the institution will be removed from the accredited list.

*May appeals from the action of the Commission be filed?*

Yes. The process is described on page 4 of this bulletin.

*To whom should inquiries about the work of the Commission on Colleges and Universities be addressed?*

To the secretary of the Commission.

## COMMISSION ON SECONDARY SCHOOLS

*What is the composition of the Commission on Secondary Schools?*

The Commission is composed of the members of the State Committee of each of the several states comprising the territory of the Association, and eighteen other persons elected by the Commission for a term of three years, one third of the number to be elected each year. The present membership of the Commission is listed in the July issue of the NORTH CENTRAL ASSOCIATION QUARTERLY.

*How is the State Committee constituted?*

The State Committee is composed of a member of the faculty of the State University whose assignment is in the field of secondary education, nominated

by the president of the University; of the director of secondary education of the department of public instruction or a member of the staff of that department; and of three administrative heads of secondary schools accredited by the Association, elected by the representatives of the member schools of the state for a three-year term. In the case of states with a membership of more than three hundred schools the number of administrative members of the Committee is five, making a total State Committee of seven. Illinois and Ohio are the only states where the State Committee numbers seven.

*How is the State Chairman selected?*

The chairman of the State Committee is either the representative of the state university or of the state department of education on the Committee and is elected by the Committee for a term of four years.

*Where can the list of secondary schools accredited by the Association be found?*

The list appears annually in the July issue of the NORTH CENTRAL ASSOCIATION QUARTERLY.

*Where are the criteria for the approval of secondary schools published?*

The *Policies, Regulations, and Criteria for the Approval of Secondary Schools* is published annually in the July issue of the NORTH CENTRAL ASSOCIATION QUARTERLY and separately in pamphlet form. Copies of the *Policies, Regulations, and Criteria* are sent to the administrator in charge of each member school. Additional copies are obtainable from the secretary of the Commission.

*What are the distinctive features of the procedure for the accreditation of secondary schools?*

Accrediting is based on observance

by member schools of (a) *Regulations* and (b) *Criteria*. Regulations deal with definite and, for the most part, quantitative factors in the school's program. They represent "floors below which there seems to be agreement that schools may not fall" and still be deserving of accrediting by the Association. Observance of the *Regulations* is reported annually to the Commission in a special report form (Form A-1) submitted to the chairman of the State Committee on or before November 15. *Criteria* represent qualitative characteristics of the school program, are more general in form than the *Regulations*, and are designed to stimulate member schools to improve. A special report form (Form A-2) is prepared each year providing for a general study of one of the five criteria by the entire faculty of the school. This report is due in the office of the State Chairman at the same time that Form A-1 is submitted.

*How are Regulations and Criteria applied in the accrediting of schools?*

In application of the *Regulations* and *Criteria*, the Commission is governed by a set of *Guiding Principles* and a statement of *Policies*. The full statement of *Guiding Principles* and *Policies* is published annually in the July issue of the NORTH CENTRAL ASSOCIATION QUARTERLY and in pamphlet form together with the *Regulations* and *Criteria*. It may be appropriate here to summarize the chief features: that a school is judged upon the basis of the total pattern it presents as an institution of its type; that deficiency in one field may be compensated for by strength in other fields; that a school is judged, in so far as possible in terms of its own philosophy and the purpose which it serves in its own community; and that the *Criteria* of the Commission are



instruments for continuous self-evaluation.

*What is the period of accrediting of schools?*

Secondary schools are approved for an indefinite period. All schools are required, however, to submit annual reports on the basis of which the status of the school as a member of the Association is determined. These reports are submitted to the appropriate State Committee for study and recommendation and then reviewed by special committees at the time of the annual meeting. The Reviewing Committees ordinarily involve participation of three hundred or more administrators of member schools.

*What are the grounds on which secondary schools may be dropped from membership in the Association?*

Schools may be dropped from membership in the Association for continued violation of the *Regulations and Criteria* described above. A school which has been approved continuously for five years, however, may not be dropped without warning, except by a three-fourths vote of the Commission.

Schools are "advised" for minor violations of *Regulations and Criteria*. This action carries no penalty, but calls for reporting to the State Committee progress made in removing the deficiency. For more serious violations a school is "warned." In this case, the deficiency must be removed within a year if the school is to remain a member of the Association, except as this policy may be waived by a three-fourths vote of the Commission.

*May appeals from the action of the Commission be filed?*

Yes. The process is described on page 4 of this bulletin.

*How many secondary schools are accredited by the Association?*

In April, 1954, the membership included 3,277 schools, distributed as follows:

Arizona.....	50
Arkansas.....	105
Colorado.....	101
Illinois.....	515
Indiana.....	182
Iowa.....	175
Kansas.....	213
Michigan.....	256
Minnesota.....	119
Missouri.....	187
Nebraska.....	157
New Mexico.....	48
North Dakota.....	66
Ohio.....	477
Oklahoma.....	147
South Dakota.....	80
West Virginia.....	177
Wisconsin.....	161
Wyoming.....	31
Dependents' Schools.....	30

*What are American Dependents' Schools?*

Dependents' Schools are secondary schools operated in occupied territory by the armed forces for the children of American civilian and military personnel. Because students in these schools come from American high schools, many of them in North Central territory, and will, for the most part, continue their education in American schools and colleges, representatives of the armed services are desirous that these schools have accredited status. Five Dependents' Schools in Germany applied for admission and were accepted in 1947. Others applied in successive years. In 1954 the list of accredited Dependents' Schools included nine each in Germany and Japan, three in France, two in England, and one each in Austria, French Morocco, Italy, Libya, Okinawa, Puerto Rico, and the Philippine Islands.

*What advantages do secondary schools enjoy as members of the Association?*

(a) Graduates of secondary schools accredited by the North Central Association are in an advantageous position in seeking admission to college. Although originally this advantage was an important consideration, it has declined somewhat with the development of accrediting by state universities and state departments of education. (b) Membership in the Association confers on a school the prestige which comes from recognition by the outstanding educational agency in the area. (c) The school is likely to be able to offer its pupils and its community a wider range of services than would be possible without the stimulus of cooperating agencies. (d) As a member of the Association, the school is able to participate in the various projects for the improvement of secondary education undertaken by the Association. (e) Member schools receive the NORTH CENTRAL ASSOCIATION QUARTERLY and other publications of the Association.

*What are some of the outstanding activities of the Commission on Secondary Schools?*

The Commission carries on much of its program through the work of its various committees. Among recent projects are: a comprehensive study of inter-school contests and studies of library personnel in North Central schools, of summer schools at the secondary level, and of the General Educational Development Test. In conjunction with the other Commissions, it is participating in a study of high school-college relations, and one exploring the status of junior colleges.

*To whom should inquiries about the work of the Commission on Secondary Schools be addressed?*

For information bearing on the Com-

mission as a whole, to the secretary of the Commission. For information concerning schools or policies within a particular state, to the chairman of the State Committee. Chairmen of the various State Committees are listed annually in the July issue of the NORTH CENTRAL ASSOCIATION QUARTERLY.

## COMMISSION ON RESEARCH AND SERVICE

*What is the work of the Commission on Research and Service?*

A positive, constructive leadership to improve the quality of education has been one of the most important achievements of the North Central Association. It has been constantly on the alert to identify problems of concern to its members, to study their effect upon educational practice, and to acquaint the schools with possible solutions suggested by those studying the problems. The care with which these studies have been made, the splendid qualifications of those participating in the work, and the careful consideration of the findings by the member schools have been important factors in attaining this recognition.

The Commission on Research and Service, through its various committees, has made many such studies dealing with curriculum problems and the improvement of the instructional program. While the Commission initiates, plans, and carries forward studies in these fields of educational research and service pertaining to universities, colleges, and secondary schools, it also cooperates with the other Commissions and the Executive Committee in such research, study, and activity as they may request.

*Who are members of the Commission on Research and Service?*

The Commission is composed of twenty-four members, twelve from

member colleges and universities and twelve from member secondary schools. They are elected by the Commission, subject to the approval of the Association, for a period of three years.

*How is the Commission organized?*

The work of the Commission, which is planned and directed by a Steering Committee, is conducted by three major committees. These committees are the Committee on Experimental Units, the Committee on Teacher Education, and the Committee on Current Educational Problems. Each committee has a number of sub-committees at work on special problems or projects for such periods of time as are necessary to complete the proposed studies.

*What important research studies have been made?*

Only a few examples can be listed here:

- Inadequacies in the Subject Matter Preparation of Teachers
- Teacher Certification Problems
- Teacher Supply and Demand
- In-Service Education of Teachers
- Developing Intergroup Relations in School and Community Life
- Attacking Reading Problems in Secondary Schools
- Functional Health Teaching
- Unit Studies in American Problems
- Self-Study Survey of Guidance Practices
- Better Teaching Through Audio-Visual Materials
- Fundamentals of Mathematics
- The Preparation of Teachers by Colleges of Liberal Arts
- Incentives Used in Motivating Professional Growth of Teachers
- The Workshop as an In-Service Education Procedure

*Where may reports of these studies be obtained?*

In each issue of the NORTH CENTRAL ASSOCIATION QUARTERLY are listed the various publications, together with information about where they may be obtained.

*What services other than research are rendered?*

Because many valuable research studies fail to make much difference in actual school procedures after their publication, this Commission has spent a great deal of time and effort to bring the result of its studies to the attention of the member institutions of the Association. Some of the other services include the holding of discussion group meetings, the planning of regional meetings, the organization of working groups of schools, and the preparation and publication of unit teaching materials.

*Where and when are discussion group meetings held?*

They are organized at the time of the Annual Meeting to disseminate information and to plan for follow-up activities. All representatives of the schools are invited to attend such meetings. Announcements of them are found in the printed program of the Annual Meeting.

*What types of regional meetings have been held?*

Regional meetings in areas at considerable distance from Chicago have frequently been arranged so that many educators unable to travel the greater distance to Chicago may attend them. Several committees of the Commission have used these meetings very effectively.

*How does the Commission organize co-operative working groups?*

The 1937 report of the Committee on Subject Matter Preparation of Secondary School Teachers was an important factor in the organization of the Liberal Arts Colleges Study. There are now some seventy-two liberal arts colleges working together cooperatively on systematic self-analysis of educa-



tional procedures, with a mutual sharing of results. Regional conferences, summer workshops, monthly news bulletins, packets of materials, and a number of traveling coordinators supported by a foundation grant, are all important elements in putting into actual practice the results of this project.

Twenty-four institutions for teacher education are engaged in a similar study. Each year's activity begins with a summer workshop attended by two representatives from each cooperating institution. Each participating institution sets up its own local committee and determines the nature of the project or special problem to be carried on for the year. A coordinator from the central committee visits each participating institution to help give direction and assistance to the local committee.

A similar study has been set up for institutions that are multi-purpose in nature.

Other major projects carried forward by working committees include the following:

1. The School-Library Study.
2. Social Experiences and Organizations of High School Youth. (From this study has come an instrument that may be used to evaluate the program of Social Experiences in the High School.)
3. The Youth and Military Service Study.
4. A Study on Articulation Between High School and Colleges.
5. A Study of Practices for Reading Improvement.

*What types of teaching units have been prepared?*

The Committee on Experimental Units believes that there is no better medium for making an immediate effect upon what happens in the classroom than published materials that the classroom teacher can put into the hands of pupils for their use. To put this conviction into practice has been

the major work of this committee for a number of years. In cooperation with the Charles E. Merrill Company, ten units have been printed and are available for school use. During the existence of this committee over one million copies of the sponsored units have been sold. The royalties from such large sales make this committee practically self-supporting.

*How may a member school initiate a research study?*

A representative of a member school may suggest a promising field for research to one of the officers of the Commission, who will present it to the Steering Committee for consideration. If the proposed problem seems to be of value to a considerable number of other schools, a request will be made of the Executive Committee for permission to make the study and for a budget allotment to underwrite the necessary expenses.

*Where may one obtain a list of the officers and committee chairmen?*

A list of the officers of the Commission, together with the names of the various active committees, is published each year in the July issue of the NORTH CENTRAL ASSOCIATION QUARTERLY. Inquiries concerning the work of a particular committee should be addressed directly to the chairman as listed in the NORTH CENTRAL ASSOCIATION QUARTERLY.

*To whom should inquiries about the work of the Commission on Research and Service be addressed?*

To the secretary of the Commission.

#### THE ADMINISTRATION OF FINANCES

*From what sources does the Association derive its financial support?*

The Association derives its financial

support from membership fees, sales of the NORTH CENTRAL ASSOCIATION QUARTERLY and other publications, and foundation grants. Its chief source of revenue is membership fees. Publications are sold to member schools at cost.

*What are current annual membership fees?*

For secondary schools, \$15.00; for junior colleges, \$67.50; colleges granting Bachelor's degrees, \$135.00; colleges granting Master's degrees, \$235.00; and colleges granting Doctor's degrees, \$335.00.

*To whom should membership fees be paid?*

They should be paid to the treasurer of the Association who is the custodian of all funds.

*Who determines the amount of annual fees to be paid by member schools?*

The Commission on Colleges and Universities initiates policies with regard to fees to be paid by higher institutions, and the Commission on Secondary Schools exercises a like authority in regard to its member schools. Before any change in annual fees may be made, however, such action on the part of a Commission must receive the approval of the Executive Committee and of the General Association at its Annual Meeting.

*When are membership fees payable?*

They should be paid on or before November 1 of each fiscal year.

*Does the Association operate under a budgetary plan?*

A detailed budget is organized and approved by the Executive Committee in June of each year. Expenditures in excess of budgetary allotments are not permitted except in case of emergency,

and then only with the approval of the Executive Committee.

*What is the fiscal year?*

The fiscal year of the Association extends from July 1 to June 30.

*How is the treasurer appointed?*

He is elected by the Executive Committee of the Association.

*Is the treasurer bonded?*

He is bonded in the sum of \$10,000.

*Are the books of the treasurer audited?*

They are audited twice annually by certified public accountants, and prior to the Annual Meeting of the Association by a Committee appointed by the president with the approval of the Executive Committee. A complete report of the auditor is published annually in the January issue of the NORTH CENTRAL ASSOCIATION QUARTERLY.

*To whom should all inquiries about dues and other fiscal matters be addressed?*

To the treasurer of the Association.

## THE NORTH CENTRAL ASSOCIATION QUARTERLY

*What is the function of the QUARTERLY?*

It is the official organ of the Association. It contains such materials as the proceedings of the Annual Meeting, the roster of all officers, the list of all committees, the criteria of membership, lists of member secondary schools and higher educational institutions, higher educational institutions accredited outside North Central territory, research reports, addresses delivered on various occasions sponsored by the Association or by any of its Commissions, and so on through quite an array of matters pertinent to the work of the Association and of its members.

The professional standing of the North Central Association is such that a cumulative file of the QUARTERLY clearly indicates trends in educational leadership and achievement in the country at large.

*Who sets the policies of the QUARTERLY?*

There is an Editorial Board of seven members: the secretaries of the three Commissions; the president, the secretary, and the treasurer of the Association; and the editor, who is the chairman of the Board.

*How often is the QUARTERLY published?*

As its name indicates, it appears four times a year: in July, October, January, and April.

*In what issue may information about accredited schools and the official personnel of the Association be found?*

The July issue is wholly devoted to matters of this sort. Listed there are the general officers, members of the three Commissions, state committees, special committees, and the like. The rosters of accredited high schools, colleges, and universities appear there, as well as the higher educational institutions accredited outside the North Central area.

*Does the QUARTERLY publish materials which do not originate in the activities of the Association?*

Generally speaking, it does not. The Editorial Board has established the policy that, since the QUARTERLY is the house organ of the Association, it

be devoted almost exclusively to the affairs of the Association.

*Who is eligible to receive the QUARTERLY?*

All members of the three Commissions and all institutions accredited by the Association receive the QUARTERLY without charge.

*What are the regular subscription rates?*

Anyone not identified with the Association may subscribe for the QUARTERLY at the regular price. Currently this is \$4.00 a year. The July number which carries complete official rosters and directories and the like is priced at \$1.75; the others, at \$1.00 each.

*Are there special subscription rates?*

Yes. A special price of \$3.00 is permitted to high school libraries, college libraries, and public libraries and the individuals connected with institutions which are members of the Association.

*Is the QUARTERLY the only publication of the Association?*

No. The Association publishes many helpful materials and distributes them widely. Each issue of the QUARTERLY carries the complete list and where they may be secured.

*How is the editor of the QUARTERLY selected?*

He is elected by the Executive Committee of the Association.

*To whom should correspondence respecting the QUARTERLY be addressed?*

To the editor.



# Treasurer's Report for the Fiscal Year

July 1, 1953-June 30, 1954

THE treasurer submits the following audit of his accounts for the fiscal year, July 1, 1953 to June 30, 1954, as reported by Koeneman, Borger, Krouse & Dinius, Certified Public Accountants of Fort Wayne, Indiana. This firm has been retained by the North Central Association to maintain a perpetual audit of the books and records maintained at the treasurer's office. The following audit is dated August 2, 1954.

## Report Letter:

Scope of Examination  
Comments on Balance Sheet  
Comments on Activities

Balance Sheet, June 30, 1954.....	<i>Exhibit</i> "A"
Statements of Changes in Fund Balances for the years ended June 30, 1954 and June 30, 1953.....	"B"
Statement of Income and Expense—General Fund, for the years ended June 30, 1954 and June 30, 1953.....	<i>Schedule</i> "B-1"
Statement of Expense for the years ended June 30, 1954 and June 30, 1953.....	"B-2"

Mr. R. Nelson Snider, Treasurer  
North Central Association of Colleges  
and Secondary Schools  
Fort Wayne, Indiana

## SCOPE OF EXAMINATION

Our examination was confined to an audit of the cash receipts and disbursements of the North Central Association of Colleges and Secondary Schools as recorded by the Treasurer for the year ended June 30, 1954. In addition to working funds shown, the Association is said to own certain unrecorded other assets consisting principally of office equipment at various offices. No attempt was made to determine the amount or value of this equipment.

In our opinion, subject to the representations of the secretaries of the revolving funds as to balances controlled by them, the accompanying balance sheet and statement of changes in fund balances present fairly the financial position of the North Central Association of Colleges and Secondary Schools as at June 30, 1954, and the results of its financial operations for the year then ended in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

KOENEMAN, BORGER, KROUSE & DINIUS  
Certified Public Accountants

## COMMENTS ON BALANCE SHEET

*Cash on deposit—\$45,676.32*

The cash on deposit was verified directly with the depositories as at June 30, 1954, and the amounts reported to us were reconciled with the following balances:

The Peoples Trust and Savings Company, Fort Wayne, Indiana.....	\$14,142.51
Lincoln National Bank and Trust Company, Fort Wayne, Indiana.....	21,321.68
Continental Illinois National Bank and Trust Company of Chicago, Illinois.....	5,000.00
South Holland Trust and Savings Bank, South Holland, Illinois.....	5,212.13
	<u>\$45,676.32</u>

Copies of the official receipts for cash received by the Treasurer were traced to the cash received records and to the records of deposits in the banks. The returned paid checks were inspected and the vouchers authorizing cash disbursements were properly approved and recorded.

The cash on deposit includes \$17,421.96 belonging to the Liberal Arts Education Study account, and \$8,020.00 belonging to the account of the subcommittee on Institutions for Teachers' Education.

*Due from the United States Armed Forces Institute of Technology—\$2,953.29*

The foregoing amount is due from the federal government for reimbursement of expenses in connection with studies made by the Association's Defense Committee.

Balance due, July 1, 1953.....	\$ 2,070.92
Expenses incurred during the year.....	30,069.07
	<u>\$32,139.99</u>
Cash payments received.....	29,186.70
	<u>\$ 2,953.29</u>

*Revolving funds with Secretaries of Commissions—\$1,299.94*

The balances in the revolving funds held by the Secretaries of Commissions and the "Quarterly" office were verified by examining their reports as of June 30, 1954, as made to the Treasurer of the Association.

Disbursements from the revolving funds are reported periodically by the Secretaries in charge of the funds. The funds are reimbursed by the Treasurer in accordance with the reports submitted.

The following amounts were reported as of June 30, 1954:

Dr. Charles W. Boardman, Secretary North Central Association of Colleges and Secondary Schools.....	\$ 500.00
Mr. Norman Burns, Secretary Commission on Colleges and Universities.....	270.81
Mr. A. J. Gibson, Secretary Commission on Secondary Schools.....	37.45
Dr. Harlan C. Koch, Managing Editor North Central Association Quarterly.....	491.68
	<u>\$1,299.94</u>

*Liberal Arts Education Study—\$17,421.96*

Exhibit "B" presents the changes to the Liberal Arts Education Study Fund for the year ended June 30, 1954. The income exceeded the expense for the year in the amount of \$1,212.03, and this amount added to the fund balance at July 1, 1953 increases the total to \$17,421.96 at June 30, 1954.

*Institutions for Teachers' Education—\$8,020.00*

The cash received for Institutions for Teachers' Education is carried as a fund balance and accordingly is not included in the income of the general fund. During the year ended June 30, 1954, the cash collections exceeded the expenditures by \$445.00 making the fund balance \$8,020.00 at June 30, 1954.

*General Fund—\$23,157.65*

The general fund balance was increased \$18,114.47 for the year ended June 30, 1954, this amount representing the excess of the income over the expenses during the year. The balance in the general fund at June 30, 1954 is composed as follows:

Cash on deposit.....	\$20,234.36
Due from United States Armed Forces Institute of Technology.....	2,953.29
	<hr/>
	\$23,187.65
Less: Dues paid in advance.....	30.00
	<hr/>
	<u>\$23,157.65</u>

## COMMENTS ON ACTIVITIES

The gross income of the Association for the year ended June 30, 1954 was \$156,253.16 including \$30,069.07 charged to the United States Armed Forces Institute of Technology. The gross income for the current year was \$74,326.30 more than the prior year. This increase was due mainly to the increase in membership dues in effect for the current year as follows:

	1952-53	1953-54
Secondary schools.....	\$ 10.00	\$ 15.00
Junior Colleges.....	37.50	65.00

*Colleges and Universities:*

Granting Bachelor degrees.....	75.00	135.00
Granting Master degrees.....	75.00	235.00
Granting Doctor degrees.....	75.00	335.00

A condensed summary of the income and expense in comparative form for the last four years is as follows:

	Year Ended June 30			
	1954	1953	1952	1951
<i>Income:</i>				
Membership dues.....	\$109,780.00	\$57,552.50	\$56,857.50	\$55,330.02
Application fees.....	1,105.00	420.00	570.00	700.00
Inspector and survey fees.....	11,262.30	15,500.00	7,786.38	16,382.86
Registration fees.....	—	—	2,688.00	1,385.00
Sale of Quarterlies.....	1,672.82	1,422.17	1,471.27	1,157.14
Sale of manuals and schedules.....	304.50	286.29	285.34	270.47
Sale of Form A-3.....	695.22	2,853.82	—	1,621.44
Royalties, reprints and miscellaneous.	1,364.25	993.01	1,839.02	1,728.78
United States Armed Forces Institute of Technology.....	30,069.07	2,899.07	—	—
	<hr/>	<hr/>	<hr/>	<hr/>
Total Income.....	\$156,253.16	\$81,926.86	\$71,497.51	\$78,575.71
<i>Expenses.....</i>	<i>138,138.69</i>	<i>90,008.85</i>	<i>75,501.42</i>	<i>77,022.78</i>
	<hr/>	<hr/>	<hr/>	<hr/>
<i>Excess of Income Over Expenses.....</i>	<i>\$ 18,114.47</i>	<i>\$(8,081.99)</i>	<i>\$(4,003.91)</i>	<i>\$ 1,552.93</i>

The details of the general fund income and expenses for the years ended June 30, 1954 and June 30, 1953 are shown in Schedule "B-1." Further details of the expenses are presented in Schedule "B-2."

The Treasurer of the Association is bonded in the amount of \$10,000.00, and the Treasurer's secretary is bonded in the amount of \$5,000.00.



## THE NORTH CENTRAL ASSOCIATION QUARTERLY

*Exhibit "A"*

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS  
 R. NELSON SNIDER, TREASURER  
 BALANCE SHEET, JUNE 30, 1954

*ASSETS*

<i>Cash:</i>	
On deposit.....	\$45,676.32
Due from United States Armed Forces Institute of Technology.....	2,953.29
Revolving funds with Secretaries of Commissions.....	1,299.94
Total Working Funds.....	<u>\$49,929.55</u>
<i>Total Assets</i> .....	<u><u>\$49,929.55</u></u>

*FUND BALANCES AND LIABILITIES*

Membership dues paid in advance.....	\$ 30.00
Liberal Arts Education Study.....	17,421.96
Institutions for Teachers' Education.....	8,020.00
Revolving Funds—Secretaries of Commissions.....	1,299.94

*General Fund:*

Balance, July 1, 1953.....	\$ 5,043.18	
Add: Excess of income over expenses for the year ended June 30, 1954 (Schedule "B-1").....	18,114.47	23,157.65

<i>Total Fund Balances and Liabilities</i> .....	<u><u>\$49,929.55</u></u>
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*Exhibit "B"*

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS  
 R. NELSON SNIDER, TREASURER  
 STATEMENT OF CHANGES IN FUND BALANCES  
 FOR THE YEARS ENDED JUNE 30, 1954 AND JUNE 30, 1953

	<i>Balance July 1</i>	<i>Income</i>	<i>Total</i>	<i>Expense</i>	<i>Balance June 30</i>
<i>June 30, 1954:</i>					
Liberal Arts Education Study	\$16,209.93	\$ 16,908.00	\$ 33,117.93	\$ 15,695.97	\$17,421.96
Institutions for Teachers' Education.....	7,575.00	4,870.00	12,445.00	4,425.00	8,020.00
General Fund.....	5,043.18	156,253.16	161,296.34	138,138.69	23,157.65
Total.....	<u>\$28,828.11</u>	<u>\$178,031.16</u>	<u>\$206,859.27</u>	<u>\$158,259.66</u>	<u>\$48,599.61</u>
<i>June 30, 1953:</i>					
Liberal Arts Education Study	\$14,778.89	\$ 16,950.69	\$ 31,729.58	\$ 15,519.65	\$16,209.93
Institutions for Teachers' Education.....	5,425.00	5,803.31	11,228.31	3,653.31	7,575.00
General Fund.....	13,125.17	81,926.86	95,052.03	90,008.85	5,043.18
Total.....	<u>\$33,329.06</u>	<u>\$104,680.86</u>	<u>\$138,009.92</u>	<u>\$109,181.81</u>	<u>\$28,828.11</u>

*Schedule "B-1"*

## NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

R. NELSON SNIDER, TREASURER

## STATEMENT OF INCOME AND EXPENSE—GENERAL FUND

FOR THE YEARS ENDED JUNE 30, 1954 AND JUNE 30, 1953

	<i>Year Ended.</i> <i>6-30-54</i>	<i>Year Ended</i> <i>6-30-53</i>	<i>Increase</i> <i>(Decrease)</i>
<i>Income:</i>			
<i>Membership Dues:</i>			
Universities and colleges.....	\$ 58,095.00	\$23,625.00	\$34,470.00
Junior colleges.....	3,445.00	1,987.50	1,457.50
Secondary schools.....	48,240.00	31,940.00	16,300.00
	<hr/>	<hr/>	
Application fees.....	\$109,780.00	\$57,552.50	\$52,227.50
Inspection and survey fees.....	1,105.00	420.00	685.00
	<hr/>	<hr/>	
Total Fees.....	\$122,147.30	\$73,472.50	\$48,674.80
	<hr/>	<hr/>	
<i>Other Income:</i>			
Sale of quarterlies.....	\$ 1,672.82	\$ 1,422.17	\$ 250.65
Sale of manuals and schedules.....	304.50	286.29	18.21
Sale of Form "A-3".....	695.22	2,853.82	(2,158.60)
Royalties, reprints, faculty record blanks and miscellaneous income.....	1,364.25	993.01	371.24
United States Armed Forces Institute of Technology	30,069.07	2,899.07	27,170.00
	<hr/>	<hr/>	
Total Other Income.....	\$ 34,105.86	\$ 8,454.36	\$25,651.50
	<hr/>	<hr/>	
Total Income.....	\$156,253.16	\$81,926.86	\$74,326.30
	<hr/>	<hr/>	
<i>Expense (Schedule "B-2"):</i>			
Commission on research and service.....	\$ 5,433.75	\$ 4,574.56	\$ 859.19
Commission on secondary schools.....	21,581.78	21,075.12	506.66
Commission on colleges and universities.....	35,757.98	16,714.63	19,043.35
Executive committee.....	2,388.57	3,891.24	(1,502.67)
Television committee.....	471.31	—	471.31
Public relations committee.....	2,732.60	—	2,732.60
Reorganization committee.....	813.45	—	813.45
Publicity Committee.....	1,194.84	—	1,194.84
President's office.....	366.13	—	366.13
Defense committee.....	30,069.07	2,899.07	27,170.00
Quarterly office.....	11,420.57	10,677.30	743.27
Secretary's office.....	4,257.76	3,468.38	789.38
Treasurer's office.....	2,642.01	2,702.75	( 60.74)
General association.....	8,692.50	9,274.01	( 581.51)
Other.....	10,316.37	14,731.79	(4,415.42)
	<hr/>	<hr/>	
Total Expense.....	\$138,138.69	\$90,008.85	\$48,129.84
	<hr/>	<hr/>	
<i>Net Income—(Loss).....</i>	<i>\$ 18,114.47</i>	<i>\$ (8,081.99)</i>	<i>\$26,196.46</i>

*Schedule "B-2"*

## NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

R. NELSON SNIDER, TREASURER

## STATEMENT OF EXPENSE

FOR THE YEARS ENDED JUNE 30, 1954 AND JUNE 30, 1953

	Year Ended 6-30-54	Year Ended 6-30-53	Increase (Decrease)
<i>Commission on Research and Service:</i>			
Steering committee.....	\$ 505.24	\$ 492.62	\$ 12.62
Committee on experimental units.....	221.24	396.63	(175.39)
<i>Committee on Teacher Education:</i>			
Directing committee.....	663.77	514.43	149.34
Liberal arts committee.....	933.60	581.23	352.37
In-service education committee.....	680.96	286.87	394.09
Institutions for teacher education committee.....	609.29	563.87	45.42
Multi-purpose institutions committee.....	540.92	301.53	239.39
Council on cooperation.....	50.00	100.00	( 50.00)
Library study committee.....	662.93	432.82	230.11
<i>Committee on Current Educational Problems:</i>			
New studies.....	—	121.35	(121.35)
Public relations.....	—	92.63	( 92.63)
Social experiences and organizations.....	357.76	375.93	( 18.17)
Military information and orientation.....	208.04	314.65	(106.61)
Total.....	\$ 5,433.75	\$ 4,574.56	\$ 859.19
<i>Commission on Secondary Schools:</i>			
<i>Secretary's office:</i>			
Salary.....	\$ 3,600.00	\$ 3,458.04	\$ 141.96
Office expense.....	500.00	250.00	250.00
State committee chairmen meeting.....	3,326.21	3,610.30	(284.09)
Secretarial assistance at Chicago.....	143.19	103.19	40.00
Office of chairman.....	500.00	400.00	100.00
State committees.....	9,423.83	9,462.50	( 38.67)
Administrative committee.....	1,985.63	1,182.96	802.67
<i>Committee of the Commission:</i>			
Cooperative committee on research.....	807.46	7.02	800.44
Contingency.....	—	121.00	(121.00)
Activities committee.....	516.17	1,049.48	(533.31)
Committee on dependents' schools.....	600.00	500.00	100.00
Report forms committee.....	179.29	930.63	(751.34)
Total.....	\$ 21,581.78	\$ 21,075.12	\$ 506.66



	Year Ended 6-30-54	Year Ended 6-30-53	Increase (Decrease)
<i>Commission on Colleges and Universities:</i>			
<i>Salaries:</i>			
Secretary .....	\$ 7,500.00	\$ —	\$ 7,500.00
Associate Secretary .....	6,000.00	—	6,000.00
Retirement Annuity .....	612.50	—	612.50
Clerical and stenographic .....	6,765.74	8,961.09	(2,195.35)
Board of Review .....	3,034.69	3,744.89	( 710.20)
Committee on athletics .....	2,889.28	480.80	2,408.48
Committee on professional education .....	941.92	—	941.92
Committee on Reorganization of Accrediting Procedures .....	1,646.01	100.00	1,546.01
Committee on planning .....	1,775.88	—	1,775.88
Junior college study committee .....	43.79	370.04	( 326.25)
Contingent committees .....	100.00	—	100.00
Office expense .....	4,448.17	1,090.58	3,357.59
Research assistance and analysis of schedules .....	—	1,967.23	(1,967.23)
Total .....	\$ 35,757.98	\$16,714.63	\$19,043.35
<i>Executive Committee .....</i>	\$ 2,388.57	\$ 3,891.24	\$(1,502.67)
<i>Television Committee .....</i>	\$ 471.31	\$ —	\$ 471.31
<i>Public Relations Committee .....</i>	\$ 2,732.60	\$ —	\$ 2,732.60
<i>Re-Organization Committee .....</i>	\$ 813.45	\$ —	\$ 813.45
<i>Publicity Committee .....</i>	\$ 1,194.84	\$ —	\$ 1,194.84
<i>President's Office .....</i>	\$ 366.13	\$ —	\$ 366.13
<i>Defense Committee .....</i>	\$ 30,069.07	\$ 2,899.07	\$27,170.00
	Year Ended 6-30-54	Year Ended 6-30-53	Increase (Decrease)
<i>Quarterly Office:</i>			
Clerical assistance .....	\$ 2,799.96	\$ 2,649.96	\$ 150.00
Office expense .....	174.64	216.00	( 41.36)
Quarterly issues .....	8,445.97	7,811.34	634.63
Total .....	\$ 11,420.57	\$10,677.30	\$ 743.27
<i>Secretary's Office:</i>			
Clerical assistance .....	\$ 3,900.00	\$ 3,300.00	\$ 600.00
Office expense .....	357.76	168.38	189.38
Total .....	\$ 4,257.76	\$ 3,468.38	\$ 789.38
<i>Treasurer's Office:</i>			
Clerical assistance .....	\$ 1,999.92	\$ 2,400.00	\$( 400.08)
Office expense .....	642.09	302.75	339.34
Total .....	\$ 2,642.01	\$ 2,702.75	\$( 60.74)

	<i>Year Ended</i> <i>6-30-54</i>	<i>Year Ended</i> <i>6-30-53</i>	<i>Increase</i> <i>(Decrease)</i>
<i>General Association:</i>			
Traveling expense.....	\$ 1,198.92	\$ 971.57	\$ 227.35
Printing.....	3,882.74	4,850.05	( 967.31)
Miscellaneous.....	585.05	1,288.50	( 703.45)
Annual meeting.....	2,689.94	1,968.27	721.67
Social security taxes.....	335.85	195.62	140.23
Total.....	<u>\$ 8,692.50</u>	<u>\$ 9,274.01</u>	<u>\$ ( 581.51)</u>
<i>Other:</i>			
Inspection and survey expense.....	\$ 10,102.37	\$14,500.00	\$ (4,397.63)
Royalties paid.....	201.24	220.95	( 19.71)
Bank service charges.....	12.76	10.84	1.92
Total.....	<u>\$ 10,316.37</u>	<u>\$14,731.79</u>	<u>\$ (4,415.42)</u>
<i>Total Expense</i> .....	<u><u>\$138,138.69</u></u>	<u><u>\$90,008.85</u></u>	<u><u>\$48,129.84</u></u>



# Publications of the North Central Association

Unless otherwise indicated, address communications to the Treasurer, North Central Association of Colleges and Secondary Schools, R. Nelson Snider, South Side High School, Fort Wayne, Indiana.

- I. THE NORTH CENTRAL ASSOCIATION QUARTERLY, Editorial Office, 4019 University High School Building, University of Michigan, Ann Arbor, Michigan.
- II. Publications produced or sponsored by Committees or Subcommittees of the Commission on Research and Service.
  - A. Unit Studies in American Problems—a new and challenging type of classroom text materials sponsored by the Committee on Experimental Units for the use of students in high-school social studies classes. Charles E. Merrill Company, 400 S. Front Street, Columbus 15, Ohio.
    1. *Atomic Energy*, by WILL R. BURNETT
    2. *Conservation of Natural Resources*, by E. E. LORY and C. L. RHYNE
    3. *Housing in the United States*, by A. W. TROELSTRUP
    4. *Latin America and Its Future*, by RYLAND W. CRARY
    5. *Maps and Facts for World Understanding*
    6. *Why Taxes?* by EDWARD A. KRUG and ROBERT S. HARNACK
    7. *The Federal Government and You*
    8. *Youth and Jobs*, by DOUGLAS S. WARD
    9. *The Family and You*, by HENRY A. BOWMAN
  - B. Unit Studies for Better Learning—McGraw-Hill Book Company, New York.
    1. *Sprouting Your Wings*, by BRUCE H. GUILD
  - C. Pamphlets produced as outgrowths of committee studies and projects.
    1. Study of Teacher Certification.
    2. Developing the Health Education Program.
    3. Attacking Reading Problems in Secondary Schools.
    4. Developing Intergroup Relations in School and Community Life. (25¢)
    5. Better Teaching Through Audio-Visual Materials. (10¢)
    6. Report of the Self-Study Survey of Guidance Practices in North Central Association High Schools for the School Year 1947-48 and Check List of Elements in a Minimum and an Extended Program of Guidance and Counseling. (10¢)
    7. Better Colleges, Better Teachers—Macmillan Company, 60 Fifth Avenue, New York 11, New York.
    8. Incentives in Motivating Professional Growth of Teachers. (single copies 25¢, quantities of 10 or more 15¢ each)
  - D. *Syllabus—Functional Health Training*, by LYNDA M. WEBER. Published and distributed by Ginn and Company, Chicago.
- III. Publications of the Commission on Secondary Schools, distributed free to members of the Commission and member schools.
  - A. *Policies, Regulations, and Criteria for the Approval of Secondary Schools*
  - B. *Handbook for State Chairmen and Reviewing Committees*
- IV. Publications available from the Office of the Secretary, Commission on Colleges and Universities, North Central Association, 5835 Kimbark Avenue, Chicago 37, Illinois.
  - A. *Revised Manual of Accrediting*. \$2.00 (unbound)
  - B. Reprints from the NORTH CENTRAL ASSOCIATION QUARTERLY and other pamphlets available in limited numbers, free of charge.
    1. Annual list of institutions of higher education accredited by the Commission on Colleges and Universities.
    2. "Principles of Freedom in Teaching and Research," an extract from *The Evaluation of Higher Institutions*, Vol. II. *The Faculty*.
    3. "Know Your North Central Association," 1954.



4. "Statement and Interpretation of the Intercollegiate Athletic Policy of the North Central Association," 1953.
  5. "Faculty Inquiry into Intercollegiate Athletics," 1953 (A guide to a self-evaluative procedure for faculty committees that may wish to use it).
  6. "Athletics in Some of the Better Colleges and Universities," April, 1953.
- V. Publications jointly sponsored by the North Central Association and other educational organizations or agencies.
- A. *A Guide to the Evaluation of Educational Experiences in the Armed Services*. Published in 1944, in cooperation with the American Council on Education and eighteen other accrediting and standardizing educational associations. Order from the American Council on Education, 1785 Massachusetts Avenue, Washington 6, D.C. \$5.00.
  - B. Publications of Cooperative Study of Secondary School Standards. Available from 1785 Massachusetts Avenue, Washington 6, D.C.
    1. *How to Evaluate a Secondary School* (1940 Edition), paper \$1.10
    2. *Evaluative Criteria* (1950 Edition), paper \$2.50; set of separate sections \$2.50 each
    3. *Educational Temperatures* (1940 Edition), \$1.25
- VI. *A History of the North Central Association*, by CALVIN O. DAVIS, 1945. Pp. xvii+286, \$2.00 plus postage.